DOCUMENT RESUME

ED 444 920 SO 032 078

AUTHOR	Babcock, Barbara, Ed.
TITLE	Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Corporation for National Service, Washington, DC.
ISBN	ISBN-1-57337-083-5
PUB DATE	2000-06-00
NOTE	144p.; Foreword by John T. Benson.
CONTRACT	97LSAIA215
AVAILABLE FROM	Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179; Tel: 800-243-8782; Web site: (http://www.dpi.state.wi.us/pubsales).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Academic Standards; *Curriculum Development; Elementary Secondary Education; Interdisciplinary Approach; Program Descriptions; *Service Learning; Social Studies; *Student Participation
IDENTIFIERS	Corporation for National Service; *Wisconsin

ABSTRACT

Service-learning projects combine community service with student learning in a practical way that enhances academic knowledge and improves community environments and fellowship. This compilation is designed to show the service-learning process in action. The collection presents outstanding examples of successful service-learning projects as described by Wisconsin teachers representing every grade level, numerous disciplines, and a variety of student interests. The volume notes that current research indicates that students who participate in service-learning projects connect learning to their world and achieve better grades. Following an introduction that explains the service-learning process, the collection outlines 14 high school projects, 3 cross-grade-level projects, 4 middle school projects, and 5 elementary school projects. An Appendix lists Wisconsin's model academic standards (relating to the projects) for agricultural education, business, English language arts, environmental education, family and consumer education, health education, information and technology literacy, marketing education, mathematics, music, physical education, science, social studies, technology education, and visual arts. (BT)

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Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum.

Barbara Babcock, Ed.

SO 032 078

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Learning from Experience

A Collection of Service-Learning Projects Linking Academic Standards to Curriculum

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Learning from Experience

A Collection of Service-Learning Projects Linking Academic Standards to Curriculum

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This publication is available from:

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee WI 53293-0179
(800) 243-8782
www.dpi.state.wi.us/pubsales

Bulletin No. 00320
© June 2000 Wisconsin Department of Public Instruction

ISBN 1-57337-083-5

This material is based upon work supported by the Corporation for National Service under Learn and Serve America Grant No. 97LSAIA215. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.

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Printed on recycled paper.

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Foreword

Service-learning is a teaching methodology that effectively promotes learning by connecting academic studies to real-life experiences. Over the past decade, Wisconsin teachers—from the smallest towns to the largest urban centers—have inspired a new enthusiasm for learning by simply giving students an opportunity to apply their skills and personal strengths to activities that benefit their own communities. Service-learning projects combine community service with student learning in a practical way that enhances academic knowledge and improves community environments and fellowship.

Learning from Experience has been designed to show the service-learning process in action. It presents outstanding examples of successful service-learning projects as described by teachers throughout Wisconsin. Responding to a detailed survey, teachers summarized their projects and indicated those Wisconsin Model Academic Standards that were met. You will read about their projects, which represent every grade level, numerous disciplines, and a variety of student interests. All projects provide an important community service and link the curriculum to multiple state standards.

This publication is part of a larger, three-state consortium called "Taking the Next Steps for Service-Learning." Educators from Wisconsin, Minnesota, and Iowa have collaborated to further demonstrate how the service-learning teaching method implements a proven strategy to increase student success while meeting high academic standards.

The service-learning model lends itself easily to real-life situations and settings. Students become self-motivated problem solvers as they discover ways to tackle community issues and help remedy community problems. As students expand their own base of academic knowledge, they also are exposed to new subject areas that often evolve from their project work. As a result, students understand and learn to value the links between and among disciplines. Current research indicates that students who participate in service-learning projects connect learning to their world—enriching both school and community—and achieve better grades. Many teachers say they have observed another positive side effect: students take responsibility for their own learning and become vested project owners.

We hope this guide serves as a useful resource while working with your students to design worthwhile service-learning projects.

John T. Benson
State Superintendent

Acknowledgements

Learning from Experience was developed with the generous assistance of many individuals and organizations. This booklet is a product of a three-year process involving many people who have a passion for service-learning as a teaching methodology. A three-state contingent met in Chaska, Minnesota, in November 1997 to develop a state plan to integrate service-learning into curriculum networks. As a result of that group's vision from November 1997, a Leadership Group was organized to provide input and advice to DPI for the development of a comprehensive curriculum guide that would share service-learning success stories while at the same time demonstrate how service-learning, as a teaching method, will help students meet the Wisconsin Model Academic Standards. *Learning from Experience* does this in an exemplary manner. Among those deserving thanks are the following.

Contributing Authors

Many thanks and kudos to Wisconsin teachers who agreed to write up their service-learning projects, and respond to the editor's questions and comments. The many hours of extra time by these teachers is greatly appreciated and resulted in this publication having project examples representing the breadth of service-learning in Wisconsin. They are

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Mary Schieffer, Clear Lake
Sue Jungerberg, Clear Lake
Mary Ellen Oberg, West Allis
Tom Strewler, Superior
Roger Goppelt, Fort Atkinson
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Leadership Group

A small group of dedicated individuals committed to service-learning growth in Wisconsin provided considerable insight and support in developing the guide. They are

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Planning Committee

A number of Wisconsin dedicated people participated in the initial planning session held in Task, Minnesota, November 1997. This was the group that provided the concept, vision and direction for *Learning from Experience*.

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Special thanks to **Neldine Nichols**, Service-learning Progam Assistant, who coordinated, designed, and formatted the publication: *Learning from Experience*. Her efforts to make the publication attractive readable were greatly appreciated.

Project Editor

A special thanks to project editor **Barbara Babcock**, who went above and beyond to ensure that final the publication was comprehensive and useful and practical.

The editing assistance of **Heather Hartwig-Boyd** is also appreciated.

Photographs

The cover photo is from the Peace Park project at the Purdy Elementary School in Fort Atkinson. Other photos used in this publication are from service-learning projects conducted in Sun Prairie, Menasha, Fort Atkinson, New Richmond, River Bluff, Dodgeville, Boyceville, Wisconsin Rapids, and Grantsburg. Many thanks to the project coordinators who supplied them.

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Introduction to Service-Learning

The Service-Learning Process

Learn and Serve America is administered by the Corporation for National Service, which supports school and community-based efforts to involve K-12 students in the performance of worthwhile service activities within their communities. Learn and Serve America provides funds to the Wisconsin Department of Public Instruction (DPI) for statewide allocation. These dollars are distributed to the 12 cooperative educational service agencies (CESAs) to foster and grow service-learning programs within Wisconsin schools. Each CESA awards mini-grants to schools that submit a qualified proposal for a community service project connected to the curriculum. The grants help defray the initial costs associated with starting a service-learning project or improve ongoing service-learning efforts.

Annually, more than 20,000 Wisconsin students contribute over 250,000 hours of community service through the Learn and Serve program. Contact your local CESA office for further information regarding Service-Learning opportunities and funding. Your specific CESA contact is listed on page xv of this publication. For a comprehensive overview of the Service-Learning program in Wisconsin, refer to the following DPI website: http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/slhmpage.html.

What is Service-Learning?

Service-learning combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993, Service-Learning

- is a method whereby students learn and develop through active participation in thoughtfully organized service. The service should meet the needs of communities;
- is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;
- helps foster civic responsibility;
- is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled; and
- provides structured time for students or participants to reflect on the service experience.

Faces of Service-Learning

In colleges and schools, service-learning is part of the academic curriculum. In community organizations, youth develop practical skills, self-esteem, and a sense of civic responsibility. Examples of service-learning projects include: preserving native plants, designing neighborhood playgrounds, teaching younger children to read, testing the local water quality, creating wheelchair ramps, preparing food for the homeless, developing urban community gardens, starting school recycling programs, and much more.

Importance of Service-Learning

A national study of Learn and Serve America programs suggests that effective service-learning programs can improve academic grades, increase attendance in school, and develop personal and social responsibility. Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.

Wisconsin Service-Learning 4-Point Test

Use the following questions to assess the quality of your service-learning project:

1) **Youth Involvement/Empowerment/Youth Voice:** How are the youth involved in determining the community need or the local problem to be solved? In what other ways are the students allowed to take a leadership role in helping to identify the community need and create a plan to begin solving the problem?

2) **The Service Event:** How are students involved in planning the community service event or activity that will address the identified community need or problem? Describe the proposed project. Who will be the beneficiaries of the service the students provide? Who are the partners—organizations, schools, businesses, or other citizens? Will the community be a better place because of the service project, and will the students understand what is different/better and why?

3) **Link to the Classroom:** How will the service-learning process link to *Wisconsin's Model Academic Standards*? Are specific learning objectives part of the project design? How will outcomes be measured? What will the students learn and how will this learning connect to what would occur in the classroom? How will you find time for teacher planning, and how many teachers will be involved? Will you do this alone or will other educators be involved? Will this be a classroom experience, a grade level experience, multiple grades or multiple classrooms, or multiple disciplines? Where will you

find the resources to make this happen? Could this kind of learning happen in your classroom without the service project?

4) **Reflection/Evaluation:** What opportunities for reflection will you offer students before, during, and after the event? Will you use written, verbal, or other means for reflection, and in what manner? How will you involve the students in the evaluation of the service-learning effort? How will the project's success be measured?

Test created by Stan Potts
Wisconsin Department of Public Instruction

Essential Elements of Effective Service-Learning

Service-learning is a relatively simple concept to understand, but effective projects and programs entail much more than performing a service and talking about it in class. Below are the essential educational and organizational elements that define effective service-learning.

Practices

Learning

1. Effective service-learning requires the application of concepts, content, and skills from the academic disciplines and actively involves students in their own learning.
2. Effective service-learning engages students in tasks that challenge and stretch them cognitively and developmentally.
3. Effective service-learning uses assessment as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards.

Service

4. Effective service-learning engages students in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others.
5. Effective service-learning employs systematic evaluation of the service effort and its outcomes through formative and summative methods.

Critical Components that Support Learning and Service

6. Effective service-learning seeks to maximize student voice in selecting, designing, implementing, and evaluating the service project.
7. Effective service-learning values diversity through its participants, its practice and its outcomes.
8. Effective service-learning promotes communication and interaction with the community and encourages partnerships and collaboration.
9. Effective service-learning prepares students for all aspects of their service experience including understanding their role, the skills and information required, safety precautions, and sensitivity to the people with whom they will be working.
10. Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.
11. Effective service-learning acknowledges, celebrates, and further validates students' service.

Organizational Support

Mission and Policy

1. Effective service-learning is connected to and relevant to the district's mission.
2. Effective service-learning is supported by school and district policies that are designed to uphold quality service-learning practice.

Organizational Structure and Resources

3. Effective service-learning is supported by compatible structural elements and by the resources necessary to sustain high quality service-learning practice.

Professional Development

4. Effective service-learning provides staff with strong training in the philosophy and pedagogy of service-learning.
5. Effective service-learning offers staff ongoing opportunities to network, observe, and problem solve with other staff within and outside their schools in order to refine their service-learning practice.

Essential Elements of Service-Learning.
National Service-Learning Cooperative, April 1998, revised April 1999.
National Youth Leadership Council,
1910 West County Road B, Roseville, Minnesota 55113.

The Progression to Service-Learning

Service-learning represents a shift from a more traditional view of young people to one in which they are viewed as full, contributing members of the community and the society. The diagram below represents this shift in thinking. The second illustration shows how a school might move from a limited volunteer program to one in which student voice is encouraged and service-learning is integrated into the life of the school.

Generator Fall 1992

Youth Service: A Paradigm Shift

Traditional View		Service Learning
Utilize Resources	➪➪➪➪➪➪➪➪➪➪➪	Act as Resources
Passive	➪➪➪➪➪➪➪➪➪➪➪➪➪➪➪	Active
Consumer	➪➪➪➪➪➪➪➪➪➪➪➪➪	Producer
Needs Help	➪➪➪➪➪➪➪➪➪➪➪➪➪	Offers Help
Recipient	➪➪➪➪➪➪➪➪➪➪➪➪➪➪	Giver
Victim	➪➪➪➪➪➪➪➪➪➪➪➪➪➪➪	Leader

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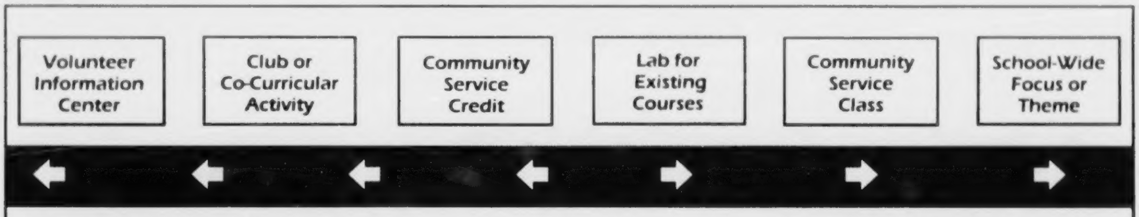
Volunteer Information Center
Club or Co-Curricular Activity
Community Service Credit
Lab for Existing Courses
Community Service Class
School-Wide Focus or Theme

Less part of a school program **More part of a school program**

Dan Conrad and Diane Hedin, Independent Sector 5, Growing Hope

Expected Outcomes of Service-Learning

Many Wisconsin schools provide youth service opportunities for their students. However, these opportunities are fragmented, often with little chance for students to reflect on the learning process. Service outcomes can serve as a guideline as schools begin to rethink the idea and importance of youth service. The intent is that educators will understand and come to an agreement regarding the value of incorporating youth service into the curriculum.

Defining and developing service-learning outcomes is a challenge. The outcomes listed here have evolved through discussion with practitioners and observation of student learning.

Service Outcomes

- development of strong values and reasonable morals
- a sense of personal worth and competence
- positive self-esteem
- a willingness to explore new roles and interests
- a willingness to take risks and an acceptance of fresh challenges
- acceptance of the consequences of behavior
- ability to take responsibility for problem solving
- sense of the obligations of public life in a democratic republic

Intellectual Development and Academic Outcomes

- basic academic skills such as reading, writing, calculating, speaking, and listening
- problem solving, reviewing choices, analytical criticism
- learning-from-experience skills, such as observation, questioning, knowledge
- application, summarizing, testing, and assessing results

- motivation to learn and retain what has been learned

Social Growth and Development Outcomes

- concern for the welfare of others
- social responsibility
- political strategies
- civic participation
- exploration of service-related career paths
- sensitivity toward people from a wide range of backgrounds
- development of character judgment, insight, understanding of ethos, sensitivity to underlying themes

Service-Learning Results

- Students learn more easily
- Curriculum is enriched
- Schools, families, and communities are brought together
- Meaning of democracy is enlivened
- Role of the student and school is recast
- Teachers put course work in context
- Active learning is encouraged
- Relevance to all aspects of the academic curriculum is taught
- Students are prepared for full-time work assignments

Tips for Organizing Your Youth Service-Learning Program

Teaching our youth about the real world is an important challenge facing all educators. Most would agree that the more we take the classroom into the community, the better students will learn to appreciate how their educational experiences relate to real life. In addition, these experiences help build self-confidence, knowledge about the community, and a personal satisfaction in helping the community become a better place for all citizens.

Emerging in Wisconsin and across the nation are many new efforts to promote the role of youth as active partners in community improvement. Youth community service programs are worth looking at. A few Wisconsin school districts require students to perform community service in order to graduate. In most districts, however, service is integrated into an existing course. Students may be offered a choice of participating in the service project or completing a research paper or other assignment. Not surprisingly, students invariably choose the service option. In this way controversy over "forced voluntarism" can be avoided. And usually, even the most resistant students end up enjoying their service experience.

It is important that students, teachers, administrators, and the community be active partners in planning a youth community service program. The following are helpful hints on designing and organizing this type of program.

Make sure that a volunteer experience is meaningful for both students and community partners. Offer opportunities for students to reflect on their experiences by discussing the significance of the activities, their reasons for participating, and the outcomes for the community.

Design service experiences on a sustained basis rather than as a one-time-only assignment. As with any learning experience, the more they do it, the more students will learn.

Link the community service experience directly to a regular instructional program in the school. One of the primary goals of service-learning is to help students see the connection between school- work and community living. Teachers should be involved in the design and supervision of these experiences.

Tie the community service experiences to real community needs in which the volunteer can make a meaningful contribution. The program is not intended to be job training, though service-learning is an excellent way to learn work skills. Service-learning can teach students how to work with others, including adults and civic leaders, to identify and address community strengths and needs.

Allow students maximum flexibility in choosing assignments and initiating contacts within a framework of school supervision and board policy. One of the purposes of the program is to encourage initiative and help build student confidence in seeking meaningful community experiences.

Looking for more information on youth service ideas? One of the best contacts is the National Youth Service Leadership Council (NYLC), 1910 West County Road B, St. Paul, MN 55113, (612) 631-3672, (http://www.nylc. org).

Source: Stan Potts, Wisconsin Department of Public Instruction.

Resources

Publications and Videotapes

Assessing Learning through Service. A Study Guide to the Videotape, produced by the Minnesota Department of Children, Families and Learning, 1500 Highway 36 West, Roseville, MN 55113 (651) 582-8307.

This is a combination 30-minute video and booklet to assist teachers assessing the success of service-learning activities.

Cairn, Rich Willits, and James Kielsmeier, Eds. *Growing Hope: A Source Book on Integrating Youth Service into the School Curriculum*. National Youth Leadership Council (NYLC). (3rd printing) 1993, 260 pp., $29. Contact 651/631-3672.

For educators beginning or expanding curriculum-based youth service programs. Offers background, definitions, rationale, nuts and bolts implementation help, sample program materials, forms, and resource materials.

Cairn, Rich Willits, with Theresa Coble. *Learning by Giving: K–8 Service-Learning Curriculum Guide.* NYLC. 1993, 260 pp. for 3-ring binder, $45. Contact 651/631-3672.

Structured as a student-driven framework for developing curriculum-based service-learning activities. Includes an overview of service-learning basics and initiative games. Through environmental, intergenerational and multicultural service activities, identifies potential personal and academic outcomes.

Citizenship: Building a World of Good: A Tool Kit for Schools and Communities. Madison: Wisconsin Department of Public Instruction, Student Services/ Prevention and Wellness Team. 1998, 74 pp., for 3-ring binder. Contact DPI Publication Sales, 800/ 243-8782 or 608/266-2188.

Includes a definition of citizenship and the seven characteristics of schools that succeed in building it. Also shows links between citizenship and current school reform efforts, provides guidance in assembling a citizenship team and includes an inventory for schools to assess their current strengths and to target areas for improvement.

Community Education: A Resource and Planning Guide. Madison: Wisconsin Department of Public Instruction. 1992, 97 pp., $14 in-state, $21 out-of-state. Contact 800/243-8782.

Provides information on how to start a community education program.

Essential Elements of Service-Learning. National Service-Learning Coop./NYLC. 1999, $7.50. Contact 651/631-3672 or nylcinfo@nylc.org.

This document describes the 11 essential elements of effective service-learning practice and the 5 essential elements for organizations implementing service-learning. It provides detailed examples and explanations of each element, the underlying assumptions of and rationale for the elements, and a benchmark scale for use in measuring progress toward successful implementation.

Just Kidding: A Serious Commitment to Safe Service Opportunities for Young People. Nonprofit Risk Management Center, 1996. 100 pp. $15. Contact 202/ 785-3891.

Examines how traditional risk management processes apply to programs offering service opportunities to young people. The general risk management discussion addresses legal concerns and special sensitive topics.

Kinsley, Carol W., and Kate McPherson, eds. *Enriching the Curriculum through Service-Learning.* Alexandria, VA: Association for Supervision and Curriculum Development, 1995. ASCD stock number 1-95057. 140 pp., paperback. $18.95. Contact 800/933-ASCD.

This practical guide describes specific projects that enhance student learning. It also discusses how the service-learning approach can change a school's culture so that it becomes a partner with the community while involving students in hands-on learning, problem solving, and application of academic knowledge.

Making the Case. Video. NYLC. 1995, $15. Contact 651/631-3672.

This video demonstrates service-learning and how the methodology can be integrated into existing curriculums to enhance student learning.

Model Learner Outcomes for Youth Community Service. Minnesota Department of Children, Families and Learning. 1500 Highway 36 West, Roseville, MN 55113. 1992, $5.86. Contact 651/582-8307.

Route to Reform: K-8 Service-Learning Curricular Idea Book. NYLC. 1994, 127 pp., $19, or $30 with the video described below. Contact 651/631-3672.

A compilation of more than 50 descriptions of effective service-learning projects, grades K-8, from NYLC Generator Schools and summer "WalkAbout" teachers.

Route to Reform: Service-Learning and School Improvement. Video. NYLC. 1994, 20 minutes, $15, or $30 with the book described above. Contact 651/ 631-3672.

Three schools a—K-6, a middle, and a high school—provide examples of interdisciplinary service-learning projects in Minnesota, Illinois, and Washington. The video includes Washington elementary models of K-6 whole-school integration.

Service Learning in the Middle School Social Studies Curriculum. Palo Alto, CA: Service Learning 2000 Center. 1993, 85 pp., $25. Contact 650/280-8335.

This publication is a gold mine of concrete suggestions for tying service into the seventh- and eighth-grade social studies curriculum.

Skills for Action. Quest International, PO Box 4850, Newark, OH 43058-4850. Total package, which includes training, is $460. Contact 800/446-2700.

This curriculum for ages 14-19 uses service-learning to teach personal and social responsibility. It includes a curriculum manual, skills bank, teacher resource guide, advisory team handbook, student magazine and supplemental units on drug and alcohol prevention and conflict resolution.

Shoemaker, Ann. *Teaching Young Children Through Service.* NYLC. 1999, 66 pp., $15. Contact 651/631-3672.

A practical guide for understanding and practicing service-learning with children ages 4 through 8. The six basic elements of service-learning are explained in detail. Sample forms and worksheets are included.

Wade, Rahima C. *Community Service-Learning: A Guide to Including Service in the Public School Curriculum.* Albany: SUNY Press. 1998. $21.95 paperback/$65.50 hardcover. Contact 607/277-2211.

NOTE: You may be able to borrow some of these items from your local library.

Websites

The Big Dummy's Guide to Service-Learning
www.fiu.edu/~time4chg/Library/bigdummy.html

Center for Democracy and Citizenship
www.hhh.umn.edu

Character Education Partnership
www.character.org

Civic Practices Network
www.cpn.org

Close Up Foundation: Service-Learning Programs
www.closeup.org/servlern.htm

Compact for Learning and Citizenship
www.az.com/~pickeral/LearnCitizen.html

Do Something!
www.dosomething.org

Earth Force
www.earthforce.org

Future Problem Solving Program
www.fpsp.org

International Student Activism Alliance
www.avonct.com/isaa

Kids Can Make a Difference
www.kids.maine.org

Learn, Serve, & Surf: An Internet Resource Kit for Service-Learning Practitioners
www.edb.utexas.edu/servicelearning/

National Service-Learning Clearinghouse
www.nicsl.coled.umn.edu

National Service-Learning in Teacher Education Partnership
www.az.com/~pickeral/partnership.html

National Society for Experiential Education
www.nsee.org

Quest International
www.quest.edu

Service-Learning Research and Development Center
www-gse.berkeley.edu/research/slc/

Wisconsin Department of Public Instruction: Learn & Serve Wisconsin
www.dpi.state.wi.us/dpi/dltcl/bbfcsp/slhmpage.html

Youth As Resources
www.yar.org

Youth in Action Network
www.mightymedia.com/youth/

Youth Service America
www.ysa.org

Youthlink
www.youthlink.org

Organizations

The Corporation for National Service

The Corporation for National Service (CNS) is the federal agency that funds the Learn and Serve America Program. The Corporation also funds AmeriCorps and the National Senior Service Corps. (202) 606-5000. www.cns.gov

Family-School-Community Partnerships
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
608/266-9757

Our mission is to work with communities to ensure learner success and stronger communities through family-community-school partnerships. Our mission is directly related to the Department of Public Instruction Goals of promoting lifelong learning so that individuals value learning, learn how to learn, demonstrate effective communication, thinking and problem solving, enjoy the quality of life, are fulfilled, experience the joy of learning, and contribute to and benefit from the intergenerational transmission of culture. www.dpi.state.wi.us/dpi/dlcl/bbfcsp

National Assn. for Partners in Education
901 North Pitt Street, Suite 320
Alexandria, VA 22314
703/836-4880

Partners in Education is a membership organization providing leadership in the formation and growth of effective school volunteer, intergenerational, community service, and business partnership programs. www.napehq.org

National Community Education Assn.
3929 Old Lee Hwy, Suite 91A
Fairfax, VA 22030-2401
703/359-8973

NCEA provides leadership in building learning communities that respond to individual and community needs. NCEA provides members with national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services. NCEA works with related organizations to promote parent and community involvement in schools, the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for all community residents. www.ncea.org

National Peer-Based Service-Learning Training and Technical Assistance Exchange (The Exchange)

The Exchange supports service-learning through peer-based training and technical assistance. If you need assistance implementing service-learning programs, have questions, or simply want to speak with someone who has "been there," you can utilize the Exchange by calling 877-LSA-EXCHange (877-572-3924). www.lsaexchange.org

National Youth Leadership Council
1910 West County Road B
St. Paul, MN 55113-1337
612/631-3672; Fax 612/631-2955
E-mail: nylcinfo@nylc.org

NYLC's mission is to engage young people in their communities and schools through innovation in learning, service, leadership and public policy. NYLC develops model programs in schools across America, creates curricula and training programs, advocates for educational reform and progressive youth policy, and conducts research in youth issues. www.nylc.org.

Retired Senior Volunteer Program of Dane Co. (RSVP)
517 North Segoe Road
Madison, WI 53705
608/238-7787

RSVP can help find older adults to mentor, tutor and perform service with students. RSVP is a program of the Senior Corps, part of the Corporation for National Service. There are 17 RSVP offices statewide. The Corporation's state office can put you in touch with the RSVP office closest to you. 414/297-1118. www.seniorcorps.org

Wisconsin Intergenerational Network (WIN)
PO Box 6664
Madison, WI 53716
608/224-0606

WIN is a statewide network of organizations and individuals who believe that interaction and cooperation among generations contribute to the health and well-being of individuals and society. WIN provides opportunities to agencies and individuals to share information, resources, and skills; encourages stronger linkages between agencies serving children, youth, families, and elders to promote intergenerational involvement; researches public policy that affects all ages; and engages in advocacy.

Cooperative Education Service Agency (CESA) Contacts

The following individuals are your local contacts for Learn and Serve America, Community Education, Volunteers in the School, and Families in Education. They will assist local schools in service-learning grants administration, training sessions, resource material, act as liaisons to DPI, and offer referral services. If you have questions, comments, or need help, please contact your CESA representative.

CESA 1
Sharon Wisniewski
2930 S Root River Pkwy
West Allis WI 53227
Phone 800/261-2372 ext. 439
E-mail:wisniews@cesa1.k12.wi.us

CESA 2—Dane Co Office
Carole Klopp
4513 Vernon Blvd #208
Madison WI 53705
Phone: 608/232-2861
E-mail: klopp@danenet.org

CESA 3
Gary Baxter
1300 Industrial Drive
PO Box 5A
Fennimore WI 53809-9702
Phone: 800/261-0000
E-mail: sbaxter@mail.tds.net

CESA 4
Judy Aakre
PO Box157
923 East Garland Street
West Salem WI 54669
Phone: 608/786-4836
E-mail: aakrejud@cesa4.k12.wi.us

CESA 5
Genevieve Kirchman
626 E Slifer Street
PO Box 564
Portage WI 53901-0564
Phone: 608/742-8811 ext. 247
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CESA 6
Jackie Schoening
2300 State Highway #44
PO Box 2568
Oshkosh WI 54903-2568
Phone: 920/236-0515
E-mail: jschoeni@cesa6.k12.wi.us

CESA 7
Lynn Mullins
595 Baeten Road
Green Bay WI 54304
Phone: 920/492-5960 ext. 635
E-mail: lmullin1@cesa7.k12.wi.us

CESA 8
John Knickerbocker
223 W Park Street
Gillett WI 54124-0320
Phone: 800/831-6391 ext. 227
E-mail: knickerb@cesa8.k12.wi.us

CESA 9
Lynn Thorn
304 Kaphaem Road
PO Box 449
Tomahawk WI 54487
Phone: 715/453-2141 ext. 234
E-mail: lathorn.@cesa9.k12.wi.us

CESA 10
Mary Lorberter
725 W Park Avenue
Chippewa Falls WI 54729
Phone: 715/720-2036 ext. 204
E-mail: mlorbert@cesa10.k12.wi.us

CESA 11
Cindy Becker
225 Osterman Drive
Turtle Lake WI 54889
Phone: 715/986-2020
E-mail: cindyb@cesa11.k12.wi.us

CESA 12
Jim Lee
618 Beaser Avenue
Ashland WI 54806-2751
Phone: 715/682-2363 ext. 124
E-mail: jiml@cesa12.k12.wi.us

> *"Service-Learning is a natural way to integrate teaching and learning. People will work with you toward a common goal when they are empowered to make decisions about which action they will take and how they will use their skills."*
>
> Mary Kokan, Teacher
> South Milwaukee High School
> Milwaukee, Wisconsin

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Course Emphasis: Technology, Computer Science, and Leadership

Grades 9-12

Service-Learning Class: **Equity in Computer Program (ECAP)**
Shabazz City High School
Madison, Wisconsin

Contact: Tina Murray, Project Teacher/Facilitator

Project Profile

In the student-organized Equity in Computer Program (ECAP), students constructed computer systems from donated, out-of-date computer equipment to create a pool of systems which would be available for home use to students and families who do not own a computer. Each system is configured with a printer and equipped with donated programs that include word processing, painting/drawing, typing instruction, and shareware games; some also have database and spreadsheet capabilities. The "Equity" program is designed to remove barriers that prevent families from having access to computer technology. It also seeks to increase each computer user's academic and career success by enhancing their knowledge of computing systems.

Making Curriculum Connections

Students learned a variety of technical skills related to computing such as operating system knowledge, hardware repair, troubleshooting, and configuration. The learning experiences also brought clearly into focus the ethics and impact of technology on society. The project addressed specific curriculum areas including personal and civic responsibility, organizational leadership, media and technology, technology information, oral and written communications, career development, independent learning, critical thinking and problem solving, interpersonal teamwork and interpersonal leadership.

The Equity in Computer Program met a litany of Wisconsin's Model Academic Standards for performance in Business, English Language Arts, Information and Technology, Marketing Education and Technology Education. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

ECAP is a multi-discipline, multiple grade experience which included in-classroom training and out-of-classroom service delivery. The teacher used prep time whenever it could be found, often extending beyond the workday. Community resources were sought out everywhere, but especially when the project required information on specific topics. A broad range of resources were used—people, books, videos, training CDs, district information, and local business expertise. However, it was tough to hustle quickly enough to stay ahead of the students, perceive their needs, and organize resources.

> "Getting people and organizations to donate equipment took a large initial investment of time, but now the idea is spreading by word of mouth."

The Curriculum Connections

Cited standards are in the Appendix.

BUSINESS

(See pages 99-101 in the Appendix.)

Written Communications
A.12.1 through A.12.4

Oral Communications
A.12.5 through A.12.9

Workplace Communications
A.12.11 through A.12.20

Information Systems / Technology
B.12.1 through B.12.21

BUSINESS STUDENTS WILL:
B.BS.1 through B.BS.17

Interpersonal and Leadership Skills
J.12.1 through J.12.14

BUSINESS STUDENTS WILL:
J.BS.1 through J.BS.11

Career Development
K.12.1through K.12.15

BUSINESS STUDENTS WILL:
K.BS.1 through K.BS.7

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix.)

Reading and Literature
A.12.1
A.12.4

Writing
B.12.1through B.12.3

Oral Language
C.12.2
C.12.3

Media and Technology
E.12.1

Research and Inquiry
F.12.1

Curriculum Connections continued on next page

More Curriculum Connections

INFORMATION & TECHNOLOGY LITERACY

{See pages 116-121 in the Appendix}

Media and Technology
A.12.1 through A.12.6

Information and Inquiry
B.12.1 through B.12.8

Independent Learning
C.12.1 through C.12.4

The Learning Community
D.12.1 through D.12.4

MARKETING EDUCATION

{See page 122 in the Appendix}

Critical Thinking
E.12.1 through E.12.3

TECHNOLOGY EDUCATION

{See pages 133-134 in the Appendix}

Nature of Technology
A.12.1 through A.12.5

Systems
B.12.1 through B.12.6
B.12.8

Human Ingenuity
C.12.1 through C.12.10

Impact of Technology
D.12.1 through D.12.6

Students were prepared for the project using several methods such as discussing hypothetical situations, teaching with facts, figures, reflections, and role-playing. The teacher emphasized hands-on learning by having students disassemble and reassemble old machine parts. Students also spent valuable time reflecting on key questions regarding the framework, design, and delivery of the program.

Designing a Meaningful Service

Discovering a community service that will spark students' intellectual interest and inspire both personal motivation and group ownership is central to the success of Service-Learning projects. Shabazz students thought about the benefits of having a computer and computer skills. They reflected on the advantages directly related to having access to computers.

> "Students were able to identify educational and career opportunities lost by individuals and families who don't have a computer. Students quickly created the large majority of the program's design."

During parent-teacher conferences, students set up a display to discuss the program with parents and what it could offer their families. This proved to be very beneficial. But, students and school families aren't the only beneficiaries—the community and the world at large benefit each time a computer component is diverted from a landfill site.

ECAP is a new class at Shabazz. The teacher provided a framework, gathered resources, and established guidelines to make it a working model within the school population before opening it up to anyone in the district. Program partners included parents, school community members, and local businesses that donated the used and outdated equipment.

Members of the school community now have the opportunity to access computer technology for academic, personal and professional purposes. Students and families, who use these systems, may find certain strengths in computer technology and pursue new areas of learning. Also, school staff members can raise their expectations of student performance because everyone, not just students whose families are financially secure, has access to a computer.

Structuring Reflection Opportunities

Using information gleaned from group discussions, the teacher created structured reflection and projection questions. Students answered those questions and added some new ones for future students who attempt this or a similar project. In addition, students frequently and informally were asked how the project was going. Amid the hustle and frustration of working with technology, the teacher found many opportunities to speak one-on-one and frankly about how things were going or should have been going.

> "Written reflection was a large piece of this particular class."

Creating Assessment Criteria

Success was rated by student ability to apply his or her skills to the service project as defined by a rubric. If a student showed progress in each of the areas, the student passed. Students grew in knowledge, while their abilities in assembling computer systems improved over time. Service project success was measured by the rate of computer units the students assembled and by their expanding computer skills. Families are now taking the systems home. That in itself is a success!

> "Student involvement, passion, morals and interest led this project to success."

Learning from Experience

Students had no problem finding genuine community needs or taking ownership of this project. Students identified a need and created ways to make a difference. They not only took responsibility for the project, but they set the pace. Students viewed this Service-Learning experience as one that reached beyond the school environment and into areas such as social concerns, poverty, the future and the well being of less fortunate people. They envisioned their role to include making opportunities available to as many people as possible.

By contrast, teaching students to reflect on the project can be tough at first because they really are not trained to reflect. Some students found writing to be difficult, so alternative ways for students to think about their work were offered; however, there are few as effective as writing. Guidance, structured questions and non-structured concepts typically helped students funnel some of their energy into writing well. The content of their writing did tend to be good, although students had to be given many attempts at this reflection process and a lot of personal attention to encourage them to think deeply. After their thinking was deep and meaningful, they worked on improving the English composition.

Other challenges included the development of the rubrics because there were so many areas to cover. Also, the integration of other curriculum areas did broaden the scope of the project. It would be impossible to write a rubric that encompassed all elements of the curriculum covered by this class. The students had a framework to apply their new knowledge and were provided the curriculum that was the framework for this project. In the future, the focus will be less on program needs and more on students learning the hands-on aspect of taking apart computers as well as other technical skills.

The Curriculum Connections

Cited standards are in the Appendix

BUSINESS
{See pages 99-101 in the Appendix}

Marketing
F.BS.2

ENGLISH LANGUAGE ARTS
{See pages 102-108 in the Appendix}

Reading and Literature
A.12.1 through A.12.4

Writing
B.12.1

Oral Language
C.12.1 through C.12.3

Media and Technology
E.12.1
E.12.3

FAMILY AND CONSUMER EDUCATION (Advanced Level)
{See pages 110-113 in the Appendix}

Family Action
C1 through C3

Personal and Social Responsibility
D3 through D5

Learning to Learn
F1 through F4

INFORMATION & TECHNOLOGY LITERACY
{See pages 116-121 in the Appendix}

Media and Technology
A.12.5

MATHEMATICS
{See pages 122-124 in the Appendix}

Mathematical Processes
A.12.5

Number Operations and Relationships
B.12.3
B.12.4

More Curriculum Connections on next page

Course Emphasis: Family and Consumer Education

Grades 9-12

Service-Learning Project: **Empty Bowls**
South Milwaukee High School
Milwaukee, Wisconsin

Contact: Mary Kokan, Project Teacher/Facilitator

Project Profile

The Empty Bowls project is a Service-Learning activity that focuses on increasing the awareness of hunger in local communities and raising funds for donation to local food pantries. Students organize and host a meal of homemade soup, stew and fresh bread, which they serve in hand-made ceramic bowls. Guests take home a bowl as a reminder of the community coming together to address hunger.

The project began with presentations by representatives of South Milwaukee Human Concerns, the Milwaukee Hunger Task Force and Second Harvest, who discussed information about the issue of hunger. The Family and Community Service class hosted these presentations that were attended by students in 14 different class groups. Students in this twelfth-grade, community service class planned and coordinated the dinner. They identified other curricular areas that could contribute to project goals and involve them in the project. Their various committees enlisted assistance from several disciplines. For example, the Art teachers and their students were asked to conduct bowl-a-thons—workshops facilitated by art students where students created the bowls that were used for the dinner. In addition, the student planners contracted with Family and Consumer Education teachers and students in foods classes to develop the menu and prepare the soup, stew and bread. They worked with the Marketing teacher and students to identify a market segment and distribute flyers advertising the dinner. They also organized a penny drive as well as a food drive, and donated the proceeds to local food pantries, South Milwaukee Human Concerns, the Milwaukee Hunger Task Force and Second Harvest.

Making Curriculum Connections

The Empty Bowls project was chosen as a Service-Learning activity through which students in Family and Community Service, the co-op related course, would learn about leadership. The leadership unit includes types of leadership, qualities of effective leaders, styles of leadership, leadership skills and self-knowledge. Students learned how to lead the coordination of this community event and how to work together toward a common goal. They also learned several other important lessons: fear of failure can interfere with the willingness to try; leadership can take different forms; and individual strengths can be used in varying ways to contribute to the success of a group endeavor.

> "Through this Service-Learning experience, students discovered that the South Milwaukee community is supportive of their efforts to make a difference in the community."

The Empty Bowls project met many of Wisconsin's Model Academic Standards for performance in Family and Consumer Education. Collaborating with teachers in English Language Arts, Music, Art, Math, Marketing, and Social Studies allows students to meet many additional academic standards in those disciplines. Refer to those standards as highlighted in The Curriculum Connections column.

Prepping for the Project

The Empty Bowls project was a multi-discipline, multiple grade-level and classroom experience. In preparing for the project, the lead teacher, who is a faculty member in Family and Consumer Education, met with two art teachers for a two-hour planning session. Teachers were released from their classes for this initial meeting. To further plan and coordinate the project, the lead teacher used several regular planning periods as well as personal time and class time with student organizers.

> "The project proposal was presented at a tech prep team meeting and later at a faculty meeting. Ways for teachers to involve their classes were defined."

Most of the resources needed to make this project happen came from within the South Milwaukee High School community. Financial assistance to purchase clay and glaze was obtained through a school-to-work grant. Subsequently, a student-written Learn and Serve Grant was used to fund the clay and some food supplies. Local grocery stores sponsored specific menu items by donating ingredients.

The family and consumer education and art faculty, supportive administrators, the director of South Milwaukee Human Concerns, and a youth advocate from the Milwaukee Hunger Task Force and Second Harvest all helped the project take shape. Speakers from these organizations presented information about the issue of hunger.

Students in the Family and Community Service class led the planning and coordination of the project. Students from this class generated and classified ideas, and set up committees. The students assessed themselves and identified their own learning strengths before choosing their leadership roles for the project. Then they worked on committees, reported progress and lack of progress, and shared concerns in large and small groups.

The teacher's co-op students, characterized as an unlikely leadership team, went through various stages of organization, disorganization, cooperation and antagonism in the process of working on the project. After the first successful experience, the next class was able to build on the success of the first, reducing resistance to the project.

Other significant contributors included students and teachers in marketing, the foods classes within the family and consumer education program, English, art, and music. Students in the vocational organizations, Future Homemakers of America Home Economics Related Occupations (FHA-HERO) and Health Occupations Students of America (HOSA), also made valuable contributions.

Art teachers provided information on how to make ceramic bowls, and order clay and glaze. Students in the Three Dimensional Art class were prepared by their teacher to facilitate ceramics workshops with participation from students in family and consumer education, English,

More Curriculum Connections

MUSIC

{See pages 124-125 in the Appendix}

By the end of Grade 12

Singing
A.12.1

The Arts
H.12.3

History and Culture
I.12.3

SOCIAL STUDIES

{See pages 129-132 in the Appendix}

Political Science and Citizenship: Power, Authority, Governance, and Responsibility
C.12.1 through C.12.3

The Behavioral Sciences: Individuals, Institutions, and Society
E.12.1
E.12.3

VISUAL ARTS

{See pages 134-135 in the Appendix}

By the end of Grade 12

Art History, Citizenship, and Environment
B.12.1
B.12.7

Visual Design and Production
C.12.2
C.12.8 through C.12.10

Visual Communication and Expression
E.12.3

Visual Media and Technology
F.12.7
F.12.8

Cultural and Aesthetic Understanding
J.12.1

Making Connections
K.12.1

Visual Imagination and Creativity

science, business education, and marketing classes. The marketing teacher and student committee helped publicize the dinner and ceramic workshops by sending out flyers. A committee of students solicited music students to perform solos and duets at the meal event. Another committee contacted English teachers, requesting that they invite students to write poetry about hunger to be performed at the community dinner. Assistant child care student teachers planned and carried out a dinner program for pre-school and school-age children.

Designing a Meaningful Service

The Empty Bowls project was presented to the students as a possible Service-Learning opportunity to demonstrate leadership. It lacked one of the elements of Service-Learning—student identified need within the community. Because the students did not identify the need, it was difficult for them to take ownership of the project. They became involved in thinking about hunger issues through guest presentations that were followed by class discussion. Each student was responsible for identifying how she or he would demonstrate leadership for part of the Empty Bowls project in a way that took advantage of her or his personal strengths. Students were allowed to work individually or in collaborative groups, and were responsible for writing a plan for the work that they intended to contribute.

The students were successful in many ways as demonstrated by their ability to organize an enjoyable evening for 97 guests. The enthusiastic guests complimented the students on the special meal event. It was a fund-raising success as well; students raised $1,300 that was matched by a $1,000 corporate donation. A committee of students collected 350 food items during a related food drive. Another indicator of success was the beautiful, student-crafted ceramic bowls. Proud of their many accomplishments, the students were able to reflect on what they did well and what they did with difficulty. In a graduation speech, a student mentioned the Empty Bowls project along with her best memories of the school year.

> "My initially 'cool-to-the-idea' class unanimously recommended making the Empty Bowls dinner an annual event!"

Structuring Reflection Opportunities

Students reflected on their work regularly in class conversations and completed written reflections. They participated in large and small group discussions that focused on both the progress enjoyed and the problems encountered throughout the project. Progress and problems were discussed almost daily. Students recorded their use of time in work groups and reported their progress to the class. At the end of the Service-Learning experience, students completed a written evaluation of the project and their contributions to its success. A small group of students also produced a *PowerPoint* presentation, which chronicled the project, and showed it at the dinner and again during the class celebration and presentation of the donation.

Creating Assessment Criteria

The criteria for grading was based on the value students added to the project by their participation and work. Another factor considered was the students' abilities to accurately report and evaluate their contribution to the project. Students who planned a part of the project, completed what they had planned and positively influenced other students received an "A". Students who planned and completed a part of the project, but influenced other students negatively received a "B-C". Students who planned poorly, but completed their work well received a "B-C". No students performed unsatisfactorily.

Learning from Experience

The teacher posed an insightful question: "Aren't we already doing Service-Learning?" She uses Service-Learning as a strategy for learning concepts, attitudes and values. In her view, Service-Learning is experiential learning, through which students apply knowledge, skills, critical thinking and wise judgement to improve their community. High-quality Service-Learning is tied to academic and vocation concepts.

Insight: The Teacher's Perspective

Students who participate in Service-Learning use critical and reflective thinking throughout the process. The Wisconsin Family and Consumer Education curriculum (Family, Food and Society; Parents and Children; and Family Work and Careers courses), as well as the FCCLA (formerly FHA-HERO) student vocational programs, have structures in place for designing and using high quality Service-Learning as a strategy for students to learn and use the curriculum concepts. Family and consumer educators have integrated Service-Learning into their curriculum for a number of years.

After reviewing Service-Learning and this project, the teacher developed several important questions for self-reflection. Here is a sampling...

"Are students taking reasoned action about a concern that they have identified, or are they merely helping out with a perceived need? How can I help my students go beyond the typical level and type of service? What forms should reflection take?"

Are my students' projects effective Service-Learning experiences that give them opportunities to develop concepts that are clearly part of my curriculum? I can assess the success of the project, but how do I assess the students' learning? Can I improve the experience by structuring in more time for the young people to think, talk and write about the experience? Are the Service-Learning experiences coordinated in collaboration with the school and community, or are we doing "to" or "for" the community? Are the students and the agency contact people significantly involved in defining and designing the service experience? Is the Service-Learning activity authentically connected with my course content?

Service-Learning is a natural way to integrate teaching and learning. It is wise to involve anyone who wants to contribute in any way he or she can. It is foolish to work alone when there is productive energy available. People will work with you toward a common goal when they are empowered to make decisions about which action they will take and how they will use their skills. Look behind negative attitudes to find fear of failure. It is important to take time to celebrate the first small successes and each success thereafter.

Legacy Park Project, Menasha

The Curriculum Connections

Cited standards are in the Appendix

FAMILY AND CONSUMER EDUCATION [Advanced Level]
[See pages 110-113 in the Appendix]

Family Action
C2
C3

INFORMATION AND TECHNOLOGY LITERACY
[See pages 116-121 in the Appendix]

Media and Technology
A.12.4

Information and Inquiry
B.12.3

The Learning Community
D.12.1
D.12.2

Course Emphasis: Family and Consumer Education

Grades 9-12

Service-Learning Project:
Child Care Services/Elderly Internet Partnerships
Sun Prairie High School
Sun Prairie, Wisconsin

Contact: Sue Blahnik, Project Teacher/Facilitator

Project Profile

The Child Care Services/Elderly Internet Partnerships experience was a two-part project involving students in child development and family living classes. The child development students provided child care services for the Head Start program which is located within the high school. Family living students trained senior citizens on the use of the Internet during a workshop conducted at a neighboring school's Internet lab.

Making Curriculum Connections

Students increased and improved their knowledge of human development and behavior during various stages of the family life cycle. The Child Care/Elderly Internet project met several of Wisconsin's Model Academic Standards for performance in Family and Consumer Education, and Information and Technology Literacy. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The Child Care/Elderly Internet project was a classroom experience that included multiple grades. The two project teachers used common planning time to coordinate activities, and prepped during their child development and family living classes. Several resources were tapped to prepare and implement the project: the Head Start staff, the Retired Senior Volunteer Program (RSVP), the Internet lab at a neighboring high school, and DANEnet.

Designing a Meaningful Service

Both parts of this Service-Learning project were tied to student interest and classroom learning. The child development students were interested in providing childcare service because they enjoyed seeing the preschoolers who were enrolled in the Head Start program in the high school. Students worked directly with the children and completed written observations of their development. In addition, Head Start staff met with the students to verbally reinforce the needs of its preschoolers.

> "This experience helped to prepare students for employment in Wisconsin childcare centers."

The Elderly Internet portion of the project was developed with guidance from members of RSVP. Family living students talked with the senior citizens to ascertain their needs, and also helped to develop an outline for the Internet workshop. Those benefiting from the entire Service-Learning project were the Head Start children and staff, as well as the RSVP volunteers. Project partners were RSVP members, the Head Start Program, De Forest High School, and DANEnet.

Structuring Reflection Opportunities

Reflection occurred during the planning stage as teachers worked with Head Start and RSVP staff. Once the project was underway, class discussions became an avenue for reflection. The discussions focused on typical developmental behaviors related to human development and the family life-cycle, and appropriate responses by students when working with children and senior citizens.

Creating Assessment Criteria

Teachers assessed students by reviewing what they had written and by discussing their experiences. The child development class used an observation packet assignment. The family living class used a class participation evaluation. The positive reactions of both students and beneficiaries were viewed as indicators of success.

Learning from Experience

This was the teacher's first experience with a Service-Learning grant project. Through subsequent experiences, she learned that enlisting the help of student grant writers offers an important advantage: it automatically provides opportunities for student input and project ownership.

Child Care Services Project, Sun Prairie

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The Curriculum Connections

Cited standards are in the Appendix

ENGLISH LANGUAGE ARTS
(See pages 102-108 in the Appendix)

Writing
B12.1 through B.12.3

Oral Language
C.12.1 through C.12.3

FAMILY AND CONSUMER EDUCATION (Advanced Level)
(See pages 110-113 in the Appendix)

Personal and Social Responsibility
D1
D2

Course Emphasis: Health Occupations

Grades 9-12

Service-Learning Project:
Health Occupations and America Reads
Sun Prairie High School
Sun Prairie, Wisconsin

Contact: Sue Blahnik, Project Teacher/Facilitator

Project Profile

In the student-planned Health Occupations and America Reads Program the goal was to improve reading skills for children in the local schools and to improve reading skills for children in other Wisconsin districts.

> "We worked to have Health Occupations Students of America (HOSA) help young and learning disabled readers improve their reading skills."

The project was divided into five parts with one student in charge of each activity. The health occupations class tutored third graders to prepare them for a reading assessment test, and also completed two reading activities with them. HOSA members selected materials for School, Parents and Reading Connection (SPARC) reading bags, which were sent home with elementary school students. The materials encourage family participation in activities that are designed to strengthen reading skills. Finally, HOSA members produced audio tapes of required reading assignments for students who use the high school learning center. Students who have difficulty with reading comprehension can now listen to their assignment while reading it.

In order to help reach the goal for the state community, HOSA members were instructed on learning disabilities and tutoring techniques. During a HOSA conference and workshop nearly 100 students received training. It was hoped that knowing more about the topics would help these students meet the America Reads Challenge in their own communities. Each participating school was sent an educational packet that described ways to initiate the America Reads program.

Making Curriculum Connections

HOSA students learned about the various learning disabilities and problems faced by learning disabled students. The students also learned tutoring methods for preparing children for a reading assessment test. During the course of the project, students improved their speaking and presentation abilities as well. The Health Occupations and America Reads project met several of Wisconsin's Model Academic Standards for performance in Family and Consumer Education, and English Language Arts. Those standards are highlighted in the Curriculum Connections column.

Prepping for the Project

The Health Occupations and America Reads project was a multiple-grade, multiple-classroom project that included members of HOSA and students from a number of schools. Service-Learning activities were planned in a variety of settings: HOSA executive council meetings, an independent study class with a student grant writer, and during the health occupations class. HOSA student leaders and advisors generated project ideas.

> "One teacher coordinated in this project, however, other teachers served as speakers and evaluators."

To make this project a reality, several types of resources were sought out. Financial assistance was obtained through a Cooperative Educational Service Agency (CESA) mini-grant. The teacher and students attended a volunteer and mentor training session, and ordered America Reads program materials. They enlisted the help of an intern teacher who specialized in the study of learning disabilities, a third grade teacher, and the reading specialist who supervises the high school learning center. Then students received training through a volunteer workshop and a classroom presentation given by the third-grade teacher collaborating on this project.

Designing a Meaningful Service

A community concern has been the poor reading scores of third grade students. In fact, one important district goal is the improvement of those scores. In response to this need, HOSA student leaders planned the project, and even wrote the grant. Many groups benefited from the project including Wisconsin HOSA students, all students of Eastside Elementary School, third graders in Mrs. Konkel's classroom and the high school students who use their high school learning center.

The project had both local and statewide applications, and received valuable assistance from numerous partners. For the local project, the partners included the staff of Eastside Elementary School, donors of reading bag materials, the coordinator of the high school learning center and Sun Prairie Public Library. The partners for the state project included Wisconsin HOSA and it members, the Wisconsin Department of Public Instruction, the Madison School District, members of the Retired Senior Volunteers Program, members of Centro Hispano, the United Way of Dane County, and CESA 2.

Structuring Reflection Opportunities

Many opportunities to reflect, write and speak were offered to those participating in the following activities: a grant workshop, daily discussion and planning with student leaders, class discussion before and after tutoring sessions, and the preparation of a binder and its presentation. The binder and presentation summarized and evaluated the Service-Learning project for the HOSA state conference. Students used their writing skills in producing a project binder. They also sharpened their speaking skills by interviewing project partners and presenting the project at the National HOSA conference.

> "In 1998, the project was ranked one of the top ten community service projects in HOSA national competition."

Creating Assessment Criteria

Involvement in this project became part of the lab activity and class participation grade for health occupations students. The teacher assessed student performance by evaluating their positive response to these activities, their improved speaking skills, and their top ten rating in HOSA national competition.

Learning from Experience

The teacher found that planning time was the most difficult element to arrange. Because student leaders were involved with project planning and the grant writing process, the teacher requested that they schedule an independent study class or study hall during her preparation hour so they all could work together.

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Course Emphasis: Social Studies and Science

Grades 10-12

Service-Learning Class: **Education for Justice**
Shabazz City High School
Madison, Wisconsin

Contact: Jane Hammatt-Kavaloski,
School Social Worker/Facilitator

Project Profile

The Education for Justice course is a cross-cultural immersion experience involving the study of a group of people who have experienced discrimination and poverty in the United States. Examples of people who have had such experiences include African-Americans of the Mississippi Delta, residents of rural Appalachia, and Native Americans of Northern Wisconsin. After studying the history, culture, geography and struggles of one of these groups, students and staff members visit that area for ten days. Students and staff live with families and complete service projects that the local residents have identified. After the trip, the students create a slide show presentation in order to teach what they have learned about discrimination and poverty, as well as the resiliency of the human spirit. At least 500 students and teachers throughout the district see the slide show. On several occasions the students also have produced a cable television show.

Making Curriculum Connections

Before visiting the area, students study the relationships between the geography and history of the region. Once the students live and work with local residents, they better understand these dynamic relationships. While living with area families, students collect oral histories from their hosts and other community leaders. Through these interviews, students increase their awareness of racism, discrimination and grass roots activism.

> "The classroom study of public health issues and environmental racism becomes more powerful when students speak with health care providers and local residents about hunger, infant mortality, the death rate, industrial waste and pollution in their communities."

Likewise, the students' pre-visit study of the music, dance, crafts and literary expression from the area becomes more relevant and powerful once they are living and working in the communities. During the trip, the students have an opportunity to meet local artists and personally experience the rich variety of artistic expression within these communities. In addition, the students' post-trip, public speaking presentations help train them to organize data.

The Education for Justice course meets a wide range of Wisconsin's Model Academic Standards for performance in English Language Arts, Science, and Social Studies. Those standards are highlighted in The Curriculum Connections column.

The Curriculum Connections

Cited standards are in the Appendix

ENGLISH LANGUAGE ARTS
{See pages 102-108 in the Appendix}

Reading and Literature
A.12.2 through A.12.4

Writing
B.12.1 through B.12.3

Oral Language
C.12.1 through C.12.3

Media and Technology
E.12.1
E.12.3
E.12.5

SCIENCE
{See pages 127-129 in the Appendix}

Science Connections
A.12.2

Science Inquiry
C.12.1
C.12.6
C.12.7

Life and Environmental Science
F.12.7
F.12.8

Science Applications
G.12.3 through G.12.5

Science in Social and Personal Perspectives
H.12.1
H.12.2
H.12.5
H.12.7

More Curriculum Connections on next page

Prepping for the Project

Education for Justice is a multiple-grade, multiple-discipline course. The school social worker, a social studies teacher and a science teacher are the staff for this project. In the past, the staff has used summer employment days and release time to prepare and update materials. They also schedule weekly planning times. Students are expected to pay a fee to help meet a portion of the expenses; however, no student is denied the trip because of financial reasons. The staff and students seek funding from local organizations and businesses, and through grant proposals. In addition, students and staff work together to hold raffles and bake sales, and to sell T-shirts.

Early in the course, teachers ask the students: "What information do you think would be important to know about a community before living and working there?" These student responses help to determine the curriculum. Teachers use the literature, art and music from the cultural group being studied as resource materials. Articles, books and videos teach the history of the people and their struggles for justice. Reflection questions help students to explore their assumptions and attitudes about the community that they will visit. Local resource people who are from the Mississippi Delta, Appalachia or a Native American community in Wisconsin visit the class to share their insights and experiences.

Designing a Meaningful Service

There are two Service-Learning dimensions to this course. The first is having local residents identify a needed service project within their community. Before students and staff leave the community, they complete the service project as an expression of appreciation for the hospitality that was shown to them. The second dimension is having *other* Madison students (K-12) learn about poverty, discrimination and environmental racism in those communities through a slide presentation created by the Service-Learning class.

> "After the trip, the students create slide show presentations to teach what they have learned from this cross cultural immersion experience. They present their slide show to at least 500 students throughout the school district."

Project partners include local organizations in the communities that are visited, for example: the Regional Head Start Center in Money, Mississippi; the Keystone Gap Community Center in Keystone, West Virginia; the Menominee Tribal School on the Menominee Reservation. Madison organizations and businesses such as the Dane County Youth Commission and American Family Insurance donate money to help with scholarships.

The local communities which are visited and the Madison area benefit from having high school students who are interested in addressing poverty, discrimination, and institutional and environmental racism. These young people show the compassion and activism, which are critical for a vibrant and just democratic society.

Structuring Reflection Opportunities

Students generate curricular ideas, write in their journals and talk about project topics during group discussion. These means of reflection

More Curriculum Connections

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography: People, Places, and Environments

A.12.1

A.12.5

A.12.6.

A.12.9 through A.12.11.

A.12.13

History: Time, Continuity, and Change

B.12.1 through B.12.10

B.12.12

B.12.13

B.12.15

B.12.18

Economics: Production, Distribution, Exchange, Consumption

D.12.2

D.12.6

The Behavioral Sciences: Individuals, Institutions, and Society

E.12.2 through E.12.6

E.12.9 through E.12.12

E.12.14

are used to identify assumptions, fears and misinformation about the community they will visit. During the trip, students record their responses to questions about the community, and the experiences they have while living and working with the local residents. Students and staff also engage in discussion sessions. After the trip, each student writes a ten-page paper about what he or she has learned during the semester course. Students also work together to produce an extensive slide show presentation for the public. In the past, students also have created a cable television show about their experiences.

Creating Assessment Criteria

The faculty at Shabazz uses a pass/fail system for grading. In order to pass the course, the teacher must consider the student to be at the "achieved" level on all rubrics for the class. The rubrics are guidelines that provide teachers specific academic and behavior expectations on which to evaluate students.

Learning from Experience

Over the last fourteen years, these Shabazz staff members have learned a lot about implementing Service-Learning classes. In general, students become easily involved in the course content. Students are interested in the cultural group that they study, and they are moved by the group's strengths and struggles. They also enjoy exploring the many dimensions of that group's artistic expressions.

However, students are less interested in the important task of raising funds, although this financial support is needed in order to travel to the community of interest. The students become frustrated and bored with the details of making phone calls, establishing business contacts and organizing fundraising events. Teachers evaluate the students' commitment to fundraising in order to decide whether they will participate in the trip. Course rubrics help teachers clarify expectations and give students the opportunity to assess themselves. The student and the staff make joint decisions on whether the student can get credit for the course or go on the trip. When there is disagreement, staff members listen to the student's point of view and then make the final decision. Once students use the rubrics to assess themselves, they usually come to the same conclusion as the staff about their academic status.

> "Students reflect on relevant quotes, record the oral histories of local residents and summarize trips to museums and other events in their logbooks."

Students have opportunities for reflection when they think about their experiences and record them in their logbooks. These books become important resources when the students write their papers and prepare their slide show. For the next trip, teachers are considering having the students do more extensive writing in the logbooks as they travel. This may replace the ten-page paper. One Shabazz English teacher thought that having students write longer, more reflective entries during the trip would help them to better communicate their experiences than a ten-page paper written after the trip.

Course Emphasis: Environmental Education

Grades 7-12

Service-Learning Project:
Lake Awareness—Vandalism at Parks and Lakes
New Auburn High School
New Auburn, Wisconsin

Contact: Jim Brakken, Project Teacher/Facilitator

Project Profile

The Lake Awareness project was developed in response to a community request and need. A local lake management organization asked the students at New Auburn High School to help curb vandalism at a nearby lake and park. The students met with Round Lake District members, town and county representatives, the police, and park and forest officials. During the course of the project, students hosted a conference and wrote a brochure that focused on curbing vandalism. Students also conducted research and reported the results in the school newsletter and at the Wisconsin Lakes Convention. The research findings were delivered to most schools and parks in Wisconsin.

Making Curriculum Connections

Students realized that they could play an important part in solving a problem. They understood that their opinions were important. Students also gained insight about their position in society. Students developed skills in the areas of desktop publishing, sociology, art, writing, speaking and math.

The Lake Awareness project met several of the Wisconsin's Model Academic Standards for performance in Environmental Education and Social Studies. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

> "With the help of student leaders, one teacher organized ninety percent of the activities."

The Lake Awareness project involved multiple grades and multiple disciplines. Seven to twelve art students and eight sociology and history students assisted the teacher. Project planning time took place after school hours. Financial resources included funds from the art club, a Service-Learning grant and donations from lake-related business groups. The donations allowed for the printing and distribution of a brochure.

Initially, local leaders informed students about a number of concerns and issues regarding the lakes. Students chose to work on vandalism. Perhaps vandalism had directly affected them at their lake, beach or park. This group of student-leaders organized a convention; invited guests, which included fifteen seventh- and eighth-grade students; introduced and informed speakers; and compiled the results of their research .

The Curriculum Connections

Cited standards are in the Appendix.

ENVIRONMENTAL EDUCATION

(See page 109 in the Appendix)

Knowledge of Environmental Processes and Systems

B.8.10

B.12.21

Environmental Issue Investigation Skills

C.8.3

Personal and Civic Responsibility

E.12.3

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Political Science and Citizenship: Power, Authority, Governance, and Responsibility

C.8.7

C.12.8

Designing A Meaningful Service

The Round Lake District encouraged the group to work on reducing vandalism. Students were very aware of vandalism and wanted to focus on it; therefore, the group did not identify other project ideas. The students decided to research the vandalism problem. They compiled data, and reported the findings at the Wisconsin Lakes Convention and in their newsletter. Because the students already had written the results for their newsletter, the teacher suggested that they create a brochure using the same information. Students developed the brochure while their teacher-advisor facilitated the work by arranging for meeting space and brochure printing.

Many individuals and organizations have benefited from the Service-Learning project. The primary beneficiaries included local community members, Round Lake District, Chippewa County Parks Department, Chippewa County Sheriff Department, fifty other students in the school and other communities, plus Wisconsin parks and lakes. The partners in the Lake Awareness project were the New Auburn High School Art Club, Round Lake District, Town of Sampson, Chippewa County Parks and Forest Department, Chippewa County Sheriff Department, and several local businesses.

Structuring Reflection Opportunities

The project became part of the high school art club's activities. The group reflected on the project and discussed their thoughts during art club meetings. Students often discussed the project on their own in the halls between classes and after school. To spark discussion, the group used a Cooperative Education Service Agency 2 questionnaire that touched on this subject; however, the manner of their reflection was primarily casual conversation. Everyone involved in this project was able to offer their own evaluation of the project.

Creating Assessment Criteria

> "When the Wisconsin Department of Natural Resources (WDNR) featured us and our vandalism abatement work on the WDNR web page, the entire community thought about our success."

The students generated information about other lakes for different organizations. When others demonstrated support for their work, the students and teacher interpreted that support as positive assessment. The group measured its success through the positive response they had received *and* by the Lake Stewardship Award, which was presented to them because of their vandalism abatement project and other related work.

Learning from Experience

The Lake Awareness program is working well. Students know that if they get involved, they will have fun, do good things for lakes, meet other students, plus earn prizes, awards and perks. They may even attend a convention. Since the Service-Learning project is not tied to any particular grade level, students can participate anytime they choose to do so.

A few challenges did arise. One problem was that teachers were usually stretched for time. The project also was difficult to coordinate with other disciplines. In addition, it was difficult to focus on just one lake issue because there are many that demand attention.

> "The students' experiences often caused me to want to guide them rather than let them discover."

Course Emphasis: Social Studies

Grades 9-12

Service-Learning Class: **Poverty in America**
Shabazz City High School
Madison, WI

Contact: Jeff Feinblatt, Project Teacher/Facilitator

Project Profile

Poverty in America was a Service-Learning class where the students participated in academic activities Monday through Wednesday and performed volunteer work on Thursday and Friday. The students met for two class periods each day for ten weeks. The class also planned and executed a neighborhood food and hygiene product drive.

Making Curriculum Connections

Through their volunteer experiences, the students learned about some of the services provided for poor people in the community. Students compared and contrasted what they learned from readings and videos with the reality of their experiences in the field.

The Poverty in America class met many of Wisconsin's Model Academic Standards for performance in Social Studies. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

Poverty in America is a multiple-grade experience. The teachers used regular planning time and after-hours unpaid time to plan the project. They attended Service-Learning workshops and sought input from other Shabazz staff at the workshops. The lead teacher also used input from student teachers and students to plan this project.

> "We applied for grant money to pay for extended employment for planning during the summer."

The school social worker became the Service-Learning coordinator. She also wrote the grant proposal. Through the efforts of the Service-Learning coordinator, Shabazz became a site school. Students chose the class, Poverty in America, as a social studies elective. The course was described in the school's timetable. Project ideas and curriculum connections were generated through group discussion.

Designing A Meaningful Service

The class identified community needs through discussing case studies about poor people. Students would think of ideas and talk about them. Following their discussion, students would try to reach consensus about how to proceed. The class seriously considered every suggestion. After listening to a guest speaker, one of the students suggested a hygiene product drive to help Hospitality House, an intake service for homeless people. The class liked the idea, so it became part of the project.

The student volunteers served many poor people who were clients of the Salvation Army and Food Bank. Through their volunteer activities, the students made a real contribution to the local community. Project partners included Atwood Community Center, Salvation Army,

The Curriculum Connections

Cited standards are in the Appendix.

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography, People, Places and Environments
A.12.9

History: Time, Continuity, and Change
B.12.18

Political Science and Citizenship: Power, Authority, Governance, and Responsibility
C.12.1
C.12.2
C.12.5
C.12.14
C.12.16

Transitional Housing and Hospitality House, Port St. Vincent, and United Way.

Structuring Reflection Opportunities

> "Students discussed answers to the following question: In a prosperous nation like ours, why do ten to twenty percent of our citizens live in poverty?"

Students wrote reflection entries in their journals, which focused on their volunteer experiences and class readings. As a group, the teacher and students discussed their journal entries. The students examined their Service-Learning work and their contributions to the class in a final evaluation at the end of the course.

Creating Assessment Criteria

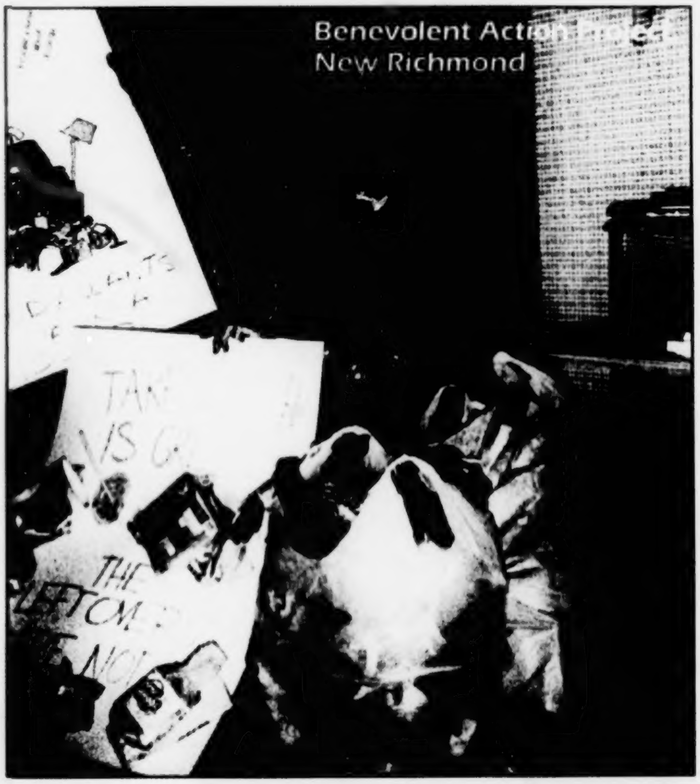
A pass/fail grading system is used at Shabazz. For this class, the teacher evaluated the students on their written work, participation in class discussions and volunteer experiences. On-site coordinators evaluated the students and called the teacher to discuss student work.

> "Students passed the course if they contributed to class discussions and to the class project, wrote thoughtful essays, and received positive evaluations from their volunteer site supervisors."

Learning from Experience

The teacher's main struggle involved student perception of their work. Some students did not understand how particular tasks at the volunteer sites, such as cleaning and yard work at the Salvation Army, served poor people. In the future, the teacher will have site supervisors visit the class in the first week to discuss their organizations, the specific services students will provide and how these services directly or indirectly help poor people.

The project also presented other challenges. One difficulty was students being responsible for their volunteer experiences by showing up on time or calling in if they couldn't make it. Another struggle was getting students to understand that their work, or lack of it, reflects on the Service-Learning project, the school and teacher. Next time, the teacher may have students make up missed volunteer time and give double absences as a penalty for missing volunteer days. At Shabazz, students don't receive credit if they miss more than eight days each quarter.


Benevolent Action Project
New Richmond

Course Emphasis: Physical Education, Alcohol and Other Drug Abuse, Experiential Education

Grades 9-12

Service-Learning Project: **Stress Challenge**
Shabazz City High School
Madison, Wisconsin

Contact: Tina Murray, Project Teacher/Facilitator

Project Profile

In the Stress Challenge project, high school students used Project Adventure curriculum to learn cooperative games and then teach the games to elementary school children. Students worked on personal decisions, safety issues, and problem-solving and risk-taking initiatives.

Making Curriculum Connections

Students who participated in the project practiced making good personal choices, improving self-image and developing problem-solving skills. They also developed effective communication skills, smart risk-taking behaviors and respect for others. The students became stronger individuals.

The Stress Challenge project met several of Wisconsin's Model Academic Standards for performance in Business, Family and Consumer Education, Health Education, and Physical Education. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The Service-Learning project involved multiple grades, multiple disciplines and multiple environments. The teacher, one other certified staff person and, occasionally, members of the district ropes course attended the project field trips. The teacher spent at least one hour each day to find cooperative games and initiatives that matched the students' needs and curriculum design. An additional 30 minutes or more was taken to gather equipment and supplies. On days when the low ropes course was held at Shabazz, it took approximately one hour to set up the course and 30 minutes to disassemble it. The arranging of field trips required even more time.

> "I had to find an elementary school teacher willing to add extra curriculum time to their already tight curriculum schedule."

Other important elements of preparation included locating a class of elementary school children to participate, and group connection time with the high school students. Finding a willing elementary school teacher was difficult because the amount of course material they need to cover in each school day doesn't necessarily allow for added components. The high school students also spent a great deal of time thinking about the project and talking about activities, expectations, personal goals, fears and needs. On a regular basis, the class discussed what

The Curriculum Connections

Cited standards are in the Appendix.

BUSINESS
(See pages 99-101 in the Appendix)

Interpersonal and Leadership Skills
J.12.1 through J.12.14

FAMILY AND CONSUMER EDUCATION (Advanced Level)
(See pages 110-113 in the Appendix)

The Family
A2

Family Action
C1
C2

Personal and Social Responsibility
D1 through D5

Learning to Learn
F1 through F4

HEALTH EDUCATION
(See pages 114-116 in the Appendix)

Health Promotion and Disease Prevention
A.12.5 through A.12.7

Healthy Behaviors
B.12.1 through B.12.6

Goal Setting and Decision Making
C.12.1 through C.12.4

Communication
F.12.1 through F.12.6

PHYSICAL EDUCATION
(See page 126 in the Appendix)

Understanding Physical Activity and Well Being
D.12.2 through D.12.4

Respectful Behavior
F.12.1 through F.12.7

Understanding Diversity
G.12.1 through G.12.5

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may happen and reflected on what actually did happen.

Financial support for this project came from several sources; however, it was difficult to fund transportation costs for the large-group field trip. The staff tried to keep field trip costs to a minimum, but they still added up. The class accepted donations from numerous places. Students paid for a portion of their own field trip costs, and the school district paid for transportation costs. The final resources came from an Alcohol and Other Drug Abuse grant. The teacher purchased approximately $300 in supplies because some of the needed materials for problem-solving initiatives were not on hand. Funds from the school budget paid for items such as ropes, marbles, beach balls, and other supplies.

Designing a Meaningful Service

Students did not initiate this project. In fact, they were petrified of the idea of interacting with young kids. The teacher presented the cooperative games as part of course work that would help them build leadership skills. However, it was the students who decided which activities to pursue in addition to teaching the cooperative games. The service components included an afternoon of cooperative games, a caving trip and a visit to a climbing gym.

After the high school students met and worked with the elementary school children, they began to see themselves as role models. They were responsible for the quality of the younger students' experiences, and helping those students enjoy their learning experiences. The Service-Learning class acted as guardians of sorts for the elementary school children, planning activities that the children would enjoy and through which they would grow.

"The high school students positively influenced the elementary school children, especially in the areas of working hard and doing well in school."

The high school students felt that they were taking great risks when learning the cooperative games. It was uncomfortable at first, but they pushed themselves to participate and in the end they succeeded. When the students led the elementary school children, they chose activities that were safe but a little intimidating at first. The high school students provided real and perceived safety for the younger students, especially in the areas of relaying and caving.

The elementary school children benefited by learning problem-solving skills, communication skills and personal-choice skills. Their joint activities with the older students affected them in their daily lives, their school community and their home communities. Hopefully, the children's involvement with the project and high school students taught them to make good personal decisions.

The Stress Challenge project partners were the elementary school children, their teachers and their family members. This project helped to make the local community a better place by creating a positive environment where high school students and elementary school students can interact and get to know each other as individuals. In the beginning, both sets of students felt strange and uncomfortable, but each group soon found the other to be appealing. They became relaxed and enjoyed interacting with one another. Both sets of students improved their problem-solving skills and risk-taking perspectives. In addition, the high school students learned how difficult it is to facilitate groups and to organize an event.

Structuring Reflection Opportunities

"The right balance of reflection and activity is crucial to the success of this class. An imbalance robs the course of its potential."

At the beginning of the course, the students benefited most from structured questions. It seemed that their previous experiences with reflection had been very topical and that they were used to writing what they felt their teacher wanted to read. The teacher believed it important to help students change the way they think to a meaningful expression of themselves. After prompting, they began reflecting more deeply on their own. Students reflected on connections between the activities and the curriculum. Sometimes students communicated by using posters, graphs, drawings and symbols. They also used metaphors to communicate their ideas. Their reflections were insightful and valuable.

Students discussed activities as a group on some level during every class period. The group had quick check-ins, sometimes using thumbs up or thumbs down to indicate decisions or topics that were discussed at length. After each learning session, students reflected on the activity and compared their predictions to what actually occurred. The teacher frequently gave students verbal and written personal feedback, as well as group feedback, to initiate deeper thought processes during reflection.

At first, it was difficult to get students involved in the class because it included group interaction and personal development. Students did not feel they could trust each other in the beginning. They had to set ground rules and practice sharing their thoughts and feelings. Students became more involved once they understood the class would allow more of a personal influence than is typical of an average academic class.

Creating Assessment Criteria

Students were given pass or fail, unless a letter grade was specifically requested. This system of grading is the school's policy. The teacher graded students on their involvement, how connected they were to the group, and their effort in class. Personal decisions and risk management are addressed in this course, and not every student will choose to participate in every activity. However, each student must still be connected to the group in some manner. Examples of how a student could be connected include encouraging other group members' efforts, problem- solving, assisting others, and helping to provide personal safety.

Student self-esteem grew during the course. Students became more open and willing to listen to each other and to deal with areas of conflict. Group discussions became important, especially when people who didn't have a voice began speaking up and moving the group in new directions. Students who felt out of control suddenly understood they had the ability to be in charge of their lives. They realized their decisions not only affected themselves, but also the others around them. Students became responsible for their decisions. They also became able to evaluate whether their decisions were good or bad, and still accept responsibility.

"In the beginning of the course, students dreaded doing physical things. Eventually, they begged to do them."

The high school students were excited to work with the elementary school students and looked forward to each opportunity to interact with them. The older students identified the difficult aspects of leading cooperative games and offered each other help. Their ideas about how they were challenged and how they grew were similar to the teacher's observations of their experiences.

Learning from Experience

Initially, the high school students were not involved enough in the project because they misunderstood how elementary school children would behave and participate in the activities. Also, the high school students did not feel capable of leading the games and were fearful to learn how to do so. Over time their abilities and confidence grew. As their abilities grew, they began to treat the project as their own and propelled it forward.

Students were not used to thinking deeply about self-improvement. Evaluating oneself can be difficult and frightening. Their abilities for reflection and expression improved when guided with structured questions. They expressed themselves after the teacher encouraged them to think deeply about their ideas and experiences. Eventually, they were able to reflect deeply and meaningfully without being prompted.

The course curriculum was not dependent on the service that the students completed. However, when students participated in the service project, they could apply their experience to the curriculum. When they applied that experience, they displayed proof of their levels of knowledge and skill. Students also made curriculum connections based on their relationships with the elementary school students and their leadership of those younger students.

When people of different ages and generations have good relationships, these relationships are valuable to the whole community and society at large. Improving a student's problem solving, communication and decision-making skills can strengthen a community. Children today face so much and need all the strength they can muster to follow a healthy and progressive pathway to their futures.

In the future, the teacher would look for additional avenues for students to express and share their thoughts, feelings and the ways in which they have grown. It also would be helpful to provide a wider range of expression that appeals to a variety of learning styles and types of intelligence.

"A rubric for evaluating the success of the students and the success of the Service-Learning project would be valuable."

Course Emphasis: Technology, Computer Science, and Leadership

Grades 9-12

Service-Learning Course:
Student Technology Leadership Program
Shabazz City High School
Madison, Wisconsin

Contact: Tina Murray, Project Teacher/Facilitator

Project Profile

In the Student Technology Leadership Program, high school students learned key components of technology education and improved their own technology-related abilities. The students taught skills to others in one-on-one and small group situations, and tutored school staff members in the area of computer technology. They also helped staff members develop their personal and professional computing abilities. In addition, the students improved the overall quality of computing within each school environment. They solved problems as well as repaired and reconfigured troublesome computer systems. Students also presented information about the Student Technology Leadership Program to different groups and audiences.

Making Curriculum Connections

Students developed their computer use skills in the following areas: software mastery, operating system knowledge, hardware repair, troubleshooting, system configuration, and knowledge of the nature and ethics of technology. The specific curriculum areas connected to this Service-Learning project included media and technology, technology information, leadership, communication, career development, critical thinking and problem solving, organizational leadership and interpersonal teamwork.

The Student Technology Leadership Program met many of Wisconsin's Model Academic Standards for performance in Business, Information and Technology Literacy, Marketing Education, and Technology Education. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The Student Technology Leadership Program was a multiple-grade, multiple-discipline experience that involved classroom training and out-of-classroom service delivery. The following four professionals supported this project: the teacher who facilitated it as a certified staff member, a computer technician from the district management information systems department, and two department heads. The teacher used planning time whenever it could be found. This project required additional preparation time that was not available during regular work hours.

Community resources were sought out everywhere in response to both program and students needs. The teacher's search resulted in a wide variety of resources including people, books, videos, training compact discs, district information and local businesses. It was difficult for the teacher to hustle quickly enough to stay ahead of the students,

The Curriculum Connections

Cited standards are in the Appendix

BUSINESS
(See pages 99-101 in the Appendix)

Information Systems/ Technology
B.12.1 through B.12.21
B.BS.1 through B.BS.17

Entrepreneurship
E.12.1 through E.12.3
E.12.8

INFORMATION AND TECHNOLOGY LITERACY
(See pages 116-121 in the Appendix)

Media and Technology
A.12.1 through A.12.6

Information and Inquiry
B.12.1 through B.12.8

Independent Learning
C.12.1 through C.12.4

The Learning Community
D.12.1 through D.12.4

MARKETING EDUCATION
(See page 122 in the Appendix)

Critical Thinking
E.12.1

Marketing Technology
H.12.1 through H.12.4
H.ME.1 through H.ME.2

Organizational Leadership
I.12.1 through I.12.4

TECHNOLOGY EDUCATION
(See pages 133-134 in the Appendix)

Nature of Technology
A.12.1
A.12.2

Systems
B.12.1
B.12.3 through B.12.5
B.12.8

Human Ingenuity
C.12.1 through C.12.5
C.12.7
C.12.8
C.12.10

perceive their needs, and organize the resources.

The teacher prepared students for this Service-Learning project by using a range of methods, such as discussing hypothetical situations, role playing, and teaching with facts, figures, and reflections. To gain further practical experience, students took apart old machines and reassembled them. Students also practiced teaching others who were in the Student Technology Leadership Program. Since each student had a "specialty", he or she would be the expert in the area and instruct others in the group.

Designing a Meaningful Service

> "One large component of our service project was to plan, organize and deliver technology training to the entire school staff on a district-wide development day."

The evolution of this computer training service was a valuable learning experience. Initially, the teacher presented the class with information about technology. Students chose different topics and discussed them. They studied computer use by fellow students and staff members at their school. They also designed a survey and collected data, which indicated computer training was a legitimate community need. Students hypothesized a model in which they taught the teachers who in turn could instruct other students. The students' beliefs were strong and they were passionate about how things should be done.

Staff members at the high school, a middle school, two elementary schools and one early childhood school have benefited from the information technology training. The project partners included Cooperative Educational Service Agency 2; the Madison Metropolitan School District departments of Management Information Services, Instructional Technologies, and Special Education; as well as the Shabazz school technician, system operator, parent group and school staff.

Students now assist whenever they can to improve the school's computing environment. School staff members have their own student trainer who will answer their questions about using computers. The students' parents and local community have had more interactions with the school as result of becoming project partners or beneficiaries. Overall, everyone served is more confident about their computer skills and more comfortable with using the assistance that is available to them. Students believe in themselves. Through this project, they have demonstrated computer proficiency, civic responsibility, leadership and career interests.

Structuring Reflection Opportunities

> "Students were most responsive through the Likert scales and personal interviews."

The class reflected on the project at each new phase, both as individuals and as a group. They evaluated project growth and how well they were teaching others about technological applications. If necessary, the class would revise the project. Class members presented frequent updates to the entire Service-Learning group. In this class, students were more likely to reflect and then talk about their thoughts rather than use written reflection. They also were more likely to use demonstration techniques rather than write explanations.

Class time clipped at a fast pace, so the teacher implemented quick assessment methods such as Likert scale ratings and personal interviews. The students balked when the teacher asked them to write because many of them had difficulty writing even when using a computer. However, if the teacher was persistent, they usually completed some written work.

Creating Assessment Criteria

Shabazz uses a pass/fail system. Grades are not given unless a student, a parent or an organization specifically requests them. For this project, the teacher evaluated students on various levels of participation, technical skill growth, and work behavior. Likert scales were used in work-force readiness and technical skill growth areas. The teacher passed students who showed progress in each of the areas.

> "To help evaluate a student's work, I interviewed the student, the staff members who learned about technology through the project, and other pertinent partners in learning."

Student skill levels increased and their abilities in computing and assisting others grew. Student self image and confidence ratings increased. Leadership qualities grew more than computer skills. Students radiated success, knowledge and the willingness to use their knowledge for making the world a better place. They shared their ideas. Feedback and reflection opportunities helped to strengthen their work. Student leadership opportunities increased and the students became more active leaders.

Learning from Experience

Students felt responsible for this program from the beginning of the class to the end. They chose to enroll in this class and drove the program. At times, it was difficult for the teacher to keep up with all their great ideas.

Teaching students to reflect on the project can be tough at first because students don't have experience with this kind of thinking. Some students found writing to be difficult. However, writing seems to be the best way for students to work with their own thoughts. Guidance, structured questions and non-structured concepts typically prompted students to write well; consequently, the content of their writing tended to be good. After they worked on articulating and writing their thoughts and ideas, the teacher and students worked on English concepts that improved the quality of the writing.

"I gave students many attempts at this reflection process and a lot of personal attention to encourage them to think deeply about their project."

It was easy for the teacher to assess student work because the many forms she used, such as the Likert scale, were not time consuming. Students found the personal interviews and staff critiques to be a little difficult at first because they were not used to such personal attention and candor. However, the staff reinforced the positive aspects of their growth, and the students began to accept the technique as a good way to assess how they were doing. Students accepted constructive criticism well because they recognized that it helped to improve their skills for the job market.

The teacher met with a few challenges during the course of the project. When the project began, the teacher struggled with language for evaluating students, but became more proficient at identifying the specific areas on which to evaluate the students. In the future, she will use rubrics with more concise terminology to assess student growth in technical areas. Other difficulties included finding the right resources when the students needed them and anticipating the next need. However, remembering that this program was a learning process for everyone kept it manageable and fun.

Zoo Crew Service-Learning Project, Wisconsin Rapids

Course Emphasis: Agriculture Science

Grades 10-12

Service-Learning Project: **Tree Planting and Landscaping**
Weyauwega/Fremont High School
Weyauwega, Wisconsin

Contact: Sandra Dykes, Project Teacher/Facilitator

Project Profile

Each year students who are in conservation and landscaping classes at Weyauwega Fremont High School participate in Tree Planting and Landscaping projects around their community. Students in the conservation class plant 5,000-10,000 trees annually, which have been purchased by members of the community. Typically, the class can plant 6,000 to 7,000 trees a day by hand. Students in the landscaping class undertake various projects around their school, which include pruning, tree planting and landscape maintenance. The class also has completed landscape projects for community businesses that involve landscape design and installation, pruning, and tree planting.

Making Curriculum Connections

During the tree-planting project, students learned how to correctly plant trees and identify tree species. They also learned which tree varieties are best suited for certain types of soil. The landscaping project provided students with practical opportunities to apply what they had learned about installing lawn, pruning, planting trees and shrubs, and designing landscapes.

The Tree Planting and Landscaping projects met several of Wisconsin's Model Academic Standards for performance in Agricultural Education. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The Tree Planting and Landscaping projects are multiple-grade experiences, involving one teacher. The teacher completed most of the planning, preparation and site visits after school. Students were prepared through discussion questions and demonstrations of pruning and planting activity. The classes also discussed the projects with community members, parents, county Extension office employees, and staff members of the American Soil Conservation Service office.

> "I used the local newspaper to let the community know what we were doing."

Designing a Meaningful Service

The students wrote an article for the newspaper requesting community members to contact the class for landscaping services. Students were involved in setting up dates, times and places for each project. They also gathered equipment. The students suggested other Service-Learning projects, such as a landscape design contest and wildlife habitat development. Project partners included the school district,

The Curriculum Connections

Cited standards are in the Appendix.

AGRICULTURAL EDUCATION

(See page 99 in the Appendix.)

Global Agricultural Systems
A.9-12.1
A.9-12.3

Technology/Information
B.9-12.3

Leadership
C.12.2
C.9-12.1
C.9-12.3

Agriscience/Production
D.9-12.3

Ecology/Environment
E.12.2
E.9-12.1

community members, the City of Weyauwega, the For the Future of Agriculture chapter, landscaping businesses, Tree Bound of Weyauwega, and the office staff from the American Soil Conservation Service.

The community has benefited from the Service-Learning projects. The school and businesses look better because of the students' landscaping work. Students can be credited for improving the natural environment because they planted thousands of trees.

> "Our town received a Tree City USA Award because of the trees that we planted."

Structuring Reflection Opportunities

Students participated in many activities to help them think about the projects. They determined which trees were appropriate for the given areas, designed landscapes, evaluated their landscaping work, and wrote articles for the newspaper describing their activities. The classes discussed their ideas concerning which trees to plant, as well as how and where to plant them. The students also had opportunities to apply their writing skills for newspaper articles, landscape planning and thank you notes.

Creating Assessment Criteria

The teacher graded students on their participation in the projects. Their project work was well done, so it was easy for the teacher to determine grades. The students really enjoyed the projects and they talked about them a lot. As a result of their learning experiences, students also discussed planting trees or landscaping at home.

Learning from Experience

The teacher instructs students using as much practical experience as possible. Students learn more from participating in hands-on activities. Therefore, it is worth the time and effort to incorporate Service-Learning into the curriculum.

For these projects, students take responsibility because they really like planning and doing the Service-Learning work. They talk about their projects outside of class time and for weeks after the completion of the projects. During the service projects, students have the opportunity to apply what they learned in the classroom. This often means that they actually learn the material and remember it. Through practical experience, students also learn teamwork, responsibility and cooperation.

> "Service-Learning is an excellent way to teach through practical experience."

The most difficult part of incorporating Service-Learning into the classes is completing the projects in the amount of time allowed for each class period. The class periods are 51 minutes long. Some teachers were not comfortable with students being released from classes for a full day during the tree-planting project. Students worked on some of the landscaping projects during their regularly scheduled class time. Fortunately, the administration really supported these projects and saw the value in them. Its support helped make the projects more successful.

Arranging for project funding and community participation were not problems. The teacher budgeted for transportation and the landscaping 'clients' paid for the trees and materials. These Service-Learning projects began five years ago. Initially, it took the teacher a lot of time and communication effort to get the community interested. However, now that the classes have been involved with the projects for awhile, the community members contact the teacher.

Course Emphasis: Social Studies and Sociology

Grades 10-12

Service-Learning Course: **What's Love Got To Do With It?**
Shabazz City High School
Madison, Wisconsin

Contact: Jane Hammatt-Kavaloski,
School Social Worker/Facilitator

Project Profile

In the Service-Learning course, What's Love Got To Do With It?, high school students explore the complexities of love and the building blocks of healthy relationships. Through ethnically-diverse short stories, music, visuals, and skill-building exercises, students develop a personal awareness and understanding of healthy love relationships.

> "The purpose of the course is to help adolescents develop strong personal ideals so they will resist peer pressure and avoid such destructive behaviors as premature sexual activity and substance abuse."

Several times during the course, dyads of high school students plan a lesson and activities to teach eighth-grade students a specific aspect of the course that they feel is important for the younger students to know.

Making Curriculum Connections

High school students teach eighth graders about self-awareness, communication skills, conflict resolution skills and the characteristics of healthy relationships. The service project is designed to reinforce what the high school students are learning in the classroom.

The Service-Learning course, What's Love Got To Do With It?, meets several of Wisconsin's Model Academic Standards for performance in English Language Arts, Family and Consumer Education, Health Education, and Social Studies. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The course, What's Love Got To Do With It? involves multiple grades and multiple disciplines. The teaching team consists of a social studies teacher, the school social worker and Marline Pearson, a social science professor who has extensive experience instructing adults about relationship skills. The public school employees were given summer employment funds and release time to plan with the professor. Marline volunteered her time for the project. During a recent sabbatical, Marline traveled to Colorado and Massachusetts to visit similar programs that were designed for adolescents. She shared books, a video and curriculum ideas from her own teaching experiences.

Preparing the high school students *before* they meet with the eighth graders is an important part of the Service-Learning experience. The high school students are involved in many discussion and activity sessions. They also are given reading and writing assignments to develop their knowledge base.

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS
(See pages 102-108 in the Appendix)

Reading and Literature
A.12.2 through A.12.4

Oral Language
C.12.1 through C.12.3

FAMILY AND CONSUMER EDUCATION (Advanced Level)
(See pages 110-113 in the Appendix)

The Family
A2

Practical Reasoning
B1
B3

Family Action
C1
C2

Personal and Social Responsibility
D1 through D5

Learning to Learn
F1 through F4

HEALTH EDUCATION
(See pages 114-116 in the Appendix)

Healthy Behaviors
B.12.1 through B.12.3
B.12.5
B.12.6

Goal Setting and Decision Making
C.12.1 through C.12.4

Communication
F.12.1 through F.12.6

Advocacy
G.12.1 through G.12.6

SOCIAL STUDIES
(See pages 129-132 in the Appendix)

The Behavioral Sciences: Individuals, Institutions, and Society
E.12.2
E.12.9
E.12.16

Designing a Meaningful Service

Initially, a local middle school psychologist asked the Shabazz High School social worker for the names of high school students who might like to mentor some selected eighth graders. At the same time, the Madison Area Technical College (MATC) professor approached the social worker about offering an adolescent version of her adult education course that focused on building healthy relationships. The high school students became involved with the selection of topics. They met in small groups to choose a topic that they thought was important for eighth graders to learn. After a topic was determined, the high school students developed strategies for teaching it.

Beneficiaries of the service include the participating eighth graders, other middle and high school social studies departments that have access to this new curriculum, and the Shabazz students who have learned this material. The project partners were Shabazz High School, Sherman Middle School and MATC professor Marline Pearson.

> "Students who are responsible about the choices they make regarding their social behavior help build our community."

Structuring Reflection Opportunities

The teachers use auditory, visual and kinesthetic means to stimulate discussion and reflection. These include multicultural short stories and music selections concerning relationships, props and photographs, post-it notes, and 3-inch by 5-inch index cards. Students write personal reflections in their journals.

Students are given many opportunities to reflect. During the first few class meetings, students share their ideas about group discussion guidelines, personal privacy needs and class collaboration. Throughout the project, students reflect on their activities and discuss their ideas in small and large groups. During their teaching experiences, Shabazz students are responsible for the group dynamics among the eighth graders, individual student needs, the effectiveness of their teaching strategies and their own teamwork. After each teaching session, the high school students reflect on the session to highlight the positive aspects of the experience and identify ways to make the next session even better.

> "After each teaching experience, each student evaluates his or her own work using the rubrics."

Both the staff members and students are involved in evaluating student performance. The staff create rubrics and evaluate student work on such things as academic accomplishments, levels of participation, quality of the journal writing and reflection, and teaching strategy success. The teachers distribute the rubrics to the students at the beginning of the course. After every teaching experience, each student evaluates his or her own work using these rubrics. Each student then meets with staff members who also have evaluated the student according to the rubrics. The staff members and student discuss similarities and differences in these two ratings.

Creating Assessment Criteria

The staff do not give grades at Shabazz. They use a pass/fail system. In order to pass the course, a student must be at the "achieved" level on all the rubrics. The rubrics identify specific academic and behavior expectations on which to evaluate students.

Learning from Experience

The 1998-99 school year was a pilot year for the project. At the time of this writing, the teachers are uncertain about what changes will be recommended. However, the students will play an important role in identifying what aspects of the class went well and what aspects they would like to see modified.

Course Emphasis: English Language Arts

Grades 9-12

Service-Learning Course: **Women's Issues in Our Society**
Shabazz City High School
Madison, Wisconsin

Contact: Denise Aulik, Project Teacher/Facilitator

Project Profile

In its initial pilot year, the project consisted of a full, quarter-long course with three service components. The service components focused on the following: informing the Shabazz community about the issue of sexual assault and participating in activities surrounding Sexual Assault Awareness Week; working with the Sherman Middle School students in an open discussion of issues affecting young women in our society; and celebrating the history of a female community through a creative quilting project.

In its second year, the project was expanded into a full, semester-length course. The service components were extended to include: an ongoing series of mentor group sessions with a group of 20 Sherman Middle School students; Sexual Assault Awareness Week activities and information processing for the community; assistance to community organizations that provide services to women and families in crisis; and a continued celebration of female community through a creative art project.

Making Curriculum Connections

The pilot program and the 1998-99 course allowed Shabazz students to analyze and share observations on issues affecting adolescents today by reading, discussing, and producing a significant number of journal reflections for Mary Pipher's *Reviving Ophelia*. Students learned a great deal about their own perspectives on social issues by comparing and contrasting their personal experiences with Pipher's theories and anecdotes. Students in the course developed effective and appropriate ways to discuss and process their views with their community and a younger audience. The course also offered the opportunity to celebrate women's social and creative history through information discussion sessions and artistic projects. Topics of analysis included: eating disorders and body image, sexualized violence, domestic abuse, development of healthy relationships, self-esteem building and empowerment, current media images of women and women's creative role in history, art, and literature.

> "The service components of the course allowed the young women to take on the roles of teacher, mentor, and social activist in developing small discussions and project sessions for a middle school audience, their peers, and the larger community."

Women's Issues in Our Society met many of Wisconsin's Model Academic Standards for performance in English Language Arts. Those standards are highlighted in The Curriculum Connections column.

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS
(See pages 102-108 in the Appendix)

Reading and Literature
A.12.1 through A.12.4

Writing
B.12.1 through B.12.3

Oral Language
C.12.1 through C.12.3

Language
D.12.1

Prepping for the Project

The majority of preparation for this class was completed outside of school hours. A social work intern assisted by organizing guest speakers, facilitating classroom discussion, and scheduling activities. The evaluating instructor completed most of the planning. Students decided, as a class, which service projects they would pursue. The course curriculum included a variety of readings, discussions, films, and presentations by guest speakers. In the pilot year, this course was a full-quarter class consisting of a multiple-aged group of nineteen female students and one male student. The course, in its second year, consisted of 18 female students, in addition to 20 middle school mentor partners.

Most materials, readings and videos were purchased with money from the school budget, instructor's personal funds, and small grant support. Various community organizations assisted by providing guest speakers. The school has assumed responsibility for funding the current course with the possibility of future grant dollars.

Designing a Meaningful Service

> "The main goal was to build the necessary, ongoing partnership between Shabazz women and younger middle school students which would empower the high school women to become educators and advocates on gender issues central to their lives."

The project provided high school students an opportunity to become active members of the Madison community through a broader service component by working with city agencies that provide assistance to women, families and children in crisis. The final goal for the course was to continue to build self-esteem, self-identity, and an empowered voice within our students as a preventive measure against self-abusive behaviors common to today's adolescent community. Through ongoing discussion sessions, assisted instruction, in-class activity/project work, and community service initiatives, the class was able to raise awareness of the gender issues noted above, as well as to further develop the self-esteem and personal voice of all participants. The Service-Learning experience also enabled the students to strengthen the partnership between their high school and middle school programs and become pro-active community participants. Partners in this project included Madison's Rape Crisis Center, Sherman Middle School, Men Stopping Rape, The Heibing Group, Chimera, and the University of Wisconsin-Madison Women's Studies Department. Many students who were not enrolled in the class expressed a desire to get involved in solving the social issues addressed in the class.

Structuring Reflection Opportunities

Before the service project began, students processed curriculum materials and participated in discussion sessions. Throughout the project, students wrote their ideas and feedback in their journals. Students also had opportunities to share their ideas through group discussions and by completing creative projects. Students reflected on their own participation in the service project and the course in general. They discussed improvements for the course and the course projects.

> "Students at Shabazz completed narrative evaluations of their accomplishments, which became part of their permanent school file."

Creating Assessment Criteria

Teachers usually do not give grades at Shabazz, preferring instead to implement a pass/fail system. Students who met the attendance requirement, completed all assignments, and enthusiastically participated in the service components received credit or a "pass." Students had the opportunity to give feedback on the curriculum and projects throughout the course. Reactions were overwhelmingly positive. In the pilot year of the project, two students failed to fulfill the attendance requirement and received no credit for the course; yet they continued to participate in all activities. Students have requested that they be allowed to take the class again—even though they already received credit for it.

Learning from Experiences

The implementation of this Service-Learning project created very few struggles. The students enthusiastically accepted the class service components of the curriculum. They appeared to have an additional desire, above and beyond traditional high school students, to make a difference. At Shabazz, it is believed that in order for Service-Learning to be successful, the project must have strong, natural connections to the classroom curriculum. The school's alternative approach to learning allows teachers to develop innovative courses that may address a topic and still meet high standards in academic discipline areas.

Because Shabazz students choose which courses they take each quarter, students who enroll in Service-Learning courses tend to have high levels of commitment to the curricula and projects of those courses. In this course, because the teacher required students to choose their own service components, they felt in charge of the projects from the beginning and were enthusiastic about each class period. The teacher assessed student learning on a daily basis by examining student comments, contributions to class discussions, the quality of written work, and community feedback.

> "The only significant difficulty we had with the course during the pilot year was trying to fit everything into a nine-week period. We have since made the course a semester-long project, which includes ongoing workshop sessions with the middle school audience."

In the future, the staff will continue to develop a stronger connection with community resources and organizations that focus on gender issues. Students have expressed the desire to work with community agencies such as battered women's shelters or the Rape Crisis Center. As a result, the goal is to contact area agencies to learn about the volunteer support needs that could be provided by Shabazz students.

The Shabazz staff has been very pleased with the efforts of students in this course. Their insights about social issues, articulate expressions in presenting their perspectives, and deep commitment to improving their social community and world have made all participants fully understand how Service-Learning benefits everyone involved.

Child Care Services Project
Sun Prairie

The Curriculum Connections

ENGLISH LANGUAGE ARTS

{See pages 102-108 in the Appendix}

Reading and Literature
A.4.4

Writing
B.4.2

Media and Technology
E.8.1

MATHEMATICS

{See pages 122-124 in the Appendix}

Mathematical Processes
A.4.3
A.8.4

Statistics and Probability
E.4.1

TECHNOLOGY EDUCATION

{See pages 133-134 in the Appendix}

Nature of Technology
A.4.8

Systems
B.4.6

Human Ingenuity
C.4.6
C.8.2
C.8.3

Course Emphasis: English Language Arts, Mathematics, and Technology Education

Grades 9-12

Service-Learning Project:
Youth Service-Learning Awards/Certificates
Menasha High School
Menasha, Wisconsin

Contact: John Larsen, Project Teacher/Facilitator

Project Profile

The Youth Service-Learning Awards/Certificates project recognizes students who perform over 100 hours of youth service in their community. The project was initiated by a classroom of cognitively disabled students, grades 9-12, from Menasha High School and continues to operate from that classroom. The CD students generate lists of students displaying exemplary service and present them with a certificate of recognition.

Making Curriculum Connections

The Awards project provides CD students many opportunities to use language arts and math skills through the work involved with generating lists of students who qualify for the award. In addition, the students create and produce the certificates of recognition on the computer. Activities dealing with computer skills, alphabetizing, spelling, and addition are incorporated into lessons that help students to successfully carry out the project. This Service-Learning component can be incorporated into the student's IEP (Individual Education Plan).

The Youth Service-Learning Awards project meets several of Wisconsin's Model Academic Standards for performance in English Language Arts, Mathematics, and Technology Education. Those standards are highlighted in the Curriculum Connections column.

Prepping for the Project

The Youth Service-Learning Awards/Certificates project is a multi-grade, multi-disciplinary activity due to the grade and skill levels of the CD students involved. It is an ongoing project, which was first implemented four years ago. In the pilot year, planning took place during teacher preparation periods, before and after school, and during class time.

The CD students initiated the project idea through the process of brainstorming a Service-Learning activity. They felt that some type of formal recognition was needed for those students who served above and beyond the requirements for graduation. The CD students discussed each phase of the project. Soon they realized that the necessary resources to produce the certificates would have to come from an outside source; therefore, the students became involved in the grant-writing activity.

> "The CD students teamed in order to write the mini-grant with the teacher overseeing the process."

Project funding was made available through a Learn & Serve mini-grant from CESA 6. Currently project resources include a computer program, which is used to develop the certificates, and the materials required for producing the actual awards.

Designing a Meaningful Service

The CD students have taken complete ownership of the project because it was they who initiated the idea of recognizing youth service in the community. They originally developed a plan to reach the goal of recognizing exemplary service and continue to operate that plan today. Each student is responsible for certain phases of the project that involve the following steps: generating lists of eligible award recipients, creating the certificates through computer program support, producing and personalizing the certificates, and presenting the certificates to award winners.

The primary beneficiaries of this project are the award recipients who can refer to their special distinction on college, scholarship, and job applications. In addition, the community agencies benefit when students perform service on their behalf. For obvious reasons, the entire community also benefits because students strive to provide over 100 hours of volunteer service to earn the award. The CD students benefit through increased self-esteem as they feel they are major contributors to the overall success of the Youth Service-Learning program. Project partners include the Youth Service-Learning program at Menasha High School, CESA 6, and Learn and Serve.

Structuring Reflection Opportunities

Reflection opportunities are provided in the form of written reactions to the project and verbalization of its success. The CD students continually monitor the progress of the project and the benefits it provides to the school and community. The CD students are given the opportunity to discuss and write their reactions to the project during class time.

Creating Assessment Criteria

Students are not issued a grade for this project. Indicators that determine if the project is a success include the completion of certificates for each student performing over 100 hours of youth Service-Learning. Award recipients indicate their gratitude for receiving the certificate.

Learning from Experience

The purpose of reflection is to allow students a sense of intellectual ownership and a better understanding of themselves and their abilities. The CD students involved in this project process their experiences through writings and oral reflection. They have an opportunity to share their experiences with the class, and more importantly with friends and family. A feeling of ownership is enhanced through this reflection process.

The CD students' skills and level of abilities are considered when assessing their involvement. A specific grade is not administered simply because of the nature of the project. Increased computer skills are evident throughout the project. In addition, the CD student's attitude towards being part of the school has improved.

Connecting the project to curriculum areas of math and English is not difficult. The focus of this project leads to an increase in writing, math, and computer skills as well as heightened social awareness—an important component of any special education program.

> "My experiences as a youth Service-Learning coordinator have given me the knowledge and tools that enabled the students to develop a worthwhile service project. Considering the level of ability of cognitively disabled students, I give them credit for pursuing such a beneficial project."

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The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix)

Reading and Literature

A.12.1

A.12.4

Writing

B.12.1 through B.12.3

Oral Language

C.12.1 through C.12.3

Language

D.12.1

Media and Technology

E.12.1

E.12.2

ENVIRONMENTAL EDUCATION

(See page 109 in the Appendix)

Knowledge of Environmental Processes and Systems

B.12.10

B.12.11

B.12.14

B.12.17 through B.12.21

Environmental Issue Investigation Skills

C.12.1

C.12.2

Decision and Action Skills

D.12.2 through D.12.8

Personal and Civic Responsibility

E.12.1 through E.12.3

INFORMATION AND TECHNOLOGY LITERACY

(See pages 116-121 in the Appendix)

Media and Technology

A.12.3 through A.12.6

Information and Inquiry

B.12.3

B.12.5

B.12.7

B.12.8

The Learning Community

D.12.1

Curriculum Connections continued on next page

Course Emphasis: Social Studies, English Language Arts, Science, Environmental Education, and Information and Technology Literacy

Grades 9-12 (Open Enrollment)

Youth Service-Learning Course: **Legacy Park Project**
Menasha High School
Menasha, Wisconsin

Contact: Bill Sepnafski, Project Teacher/Facilitator

Project Profile

In 1993, a Youth Service Learning class of 11 Menasha High School students and their teacher began the awesome process of transforming a vacant, dilapidated piece of land into, what is today, a vibrant city oasis the size of five residential lots. The Legacy Park project represents their commitment to pro-active community improvement, which is shared by more than 600 other students (and counting) since the project's inception seven years ago.

> "Legacy Park draws students along a pathway they have never traveled. It's their opportunity to 'give back' to the community in a very tangible way."

Located in a residential area of Menasha, Legacy Park is a work in progress. Each incoming class of Service-Learning students carries the project forward through participation in some or all phases of park development which include creating new park features, refining and expanding existing ones, and maintaining the completed work of their predecessors. The park's initial student planners were also the original members of the Youth Service Learning course that is currently offered each semester at Menasha High School. The course is self-renewing. Its design challenges students to initiate, plan and participate in community-based projects that integrate both service and learning. This course fostered the decision-making process that brought about the Legacy Park project. Since its inauguration, the following student-generated criteria have served as a constant guideline for park development: design for multiple-use; make handicap accessible; beautify and maintain the natural setting; apply and expand academic knowledge; and create a lasting impact that demonstrates how students can positively influence their community.

> "Although very broad-based, the criteria have provided a concrete guideline for the creative designs of the students."

Making Curriculum Connections

While already a high-functioning city attraction, Legacy Park continues to take shape in stages, thus furnishing students an avenue for ongoing learning. At each stage, the decision-making process helps students formulate ideas, set goals, deal with issues, and enhance team-building skills. Students are able to apply their knowledge and skills from several different disciplines. Examples of subject areas include English Language Arts in the preparation of grant proposals; Information and Technology Literacy in the computer-assisted research and design of park settings; Technical Education in the construction of an open-air pavilion, birdhouses, feeders, picnic tables and benches. In addition, students have drawn from the disciplines of Science and Environmental Education for the development of authentic Wisconsin habitats as well as natural settings that feature site-specific vegetation.

The incorporation of strands from the Social Studies standards have evolved in an unforced yet intended manner. As decision-makers, students generate ideas that frequently require collaborative efforts with community businesses and government agencies. Through these partnerships, students have tackled issues involving local codes and ordinances. Other curriculum connections include creating timelines, forming a budget, determining priorities and acquisition costs, and delegating responsibilities—all of which allow students many opportunities to consider and resolve potential problem issues. Additional Social Studies connections are apparent through the creation of Wisconsin settings that reflect both historical and geographic accuracy.

> "Links with a diverse range of content areas make the Legacy Park project an experience in which students not only enjoy what they create, but also use real-life skills in its design, construction, and maintenance."

As the Legacy Park project progresses, many of Wisconsin's Model Academic Standards for performance are met in Social Studies, English Language Arts, Science, Environmental Education, Information and Technology Literacy, and Technology Education. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

Legacy Park is one of two core projects currently offered through the Youth Service-Learning (YSL) course at Menasha High School. Course enrollment is open to students in grades 9 through 12. The teacher's pilot class of 11 students has grown to over 120 members annually. Planning time takes place during prep periods and after school, and may involve other teachers depending upon project stage and its interdisciplinary activities.

Initial preparations for the project began with a class field trip to the undeveloped site that is located about two blocks from the high school. Owned by the school district, the grounds lay adjacent to an elementary school, private residences, and industrial property—a perfect setting for a community park. Students were inspired by the large, vacant piece of land and the endless possibilities it represented. They brainstormed and recorded all ideas; even a giant waterslide made the list! Taking a closer look, the class assessed the feasibility of each idea in the context of such factors as time, money, space, location, and liability. They also established realistic parameters by interviewing municipal officials to discover pertinent restrictions, codes, concerns, and expectations.

More Curriculum Connections

SCIENCE

(See pages 127-129 in the Appendix.)

Nature of Science
B.12.3 through B.12.5

Physical Science
D.12.4

Earth and Space Science
E.12.4

Life and Environmental Science
F.12.7
F.12.8

Science Applications
G.12.2
G.12.3

Science in Social and Personal Perspectives
H.12.1
H.12.3 through H.12.5

SOCIAL STUDIES

(See pages 129-132 in the Appendix.)

Geography: People, Places, and Environments
A.12.8

Political Science and Citizenship: Power, Authority, Governance, and Responsibility
C.12.1
C.12.8,
C.12.9

Economics: Production, Distribution, Exchange, Consumption
D.12.1
D.12.2

The Behavioral Sciences: Individuals, Institutions, and Society
E.12.15

TECHNOLOGY EDUCATION

(See pages 133-134 in the Appendix.)

Nature of Technology
A.12.1, A.12.7

Systems
B.12.8

> "With the information [from city planners], we began to generate more concrete ideas and a formalized plan. Vacant land was now becoming a community park."

Project funding and in-kind contributions were obtained from numerous sources. Student grant-writers were extremely successful in securing financial support from public and private organizations such as Learn and Serve America, Phillips Petroleum Environmental Project (PEP), United Way, the Arbor Day Committee, and others. In addition, many area corporations donated funds as well as equipment, construction expertise and materials. However, in keeping with the spirit of the project, students were and still are the primary labor force.

Designing a Meaningful Experience

The teacher's instructional goals for the YSL course became the catalyst leading to student identification of a community need. He presented the Service-Learning concept to the class and challenged them to select a meaningful community service that could be expanded and replicated for years to come. Spurred by the "meaningful" trait, students rose to the challenge and Legacy Park was born.

> "Students nurtured their ideas. When an obstacle appeared, they saw it as a stepping stone to success rather than a barrier."

Student leadership was evident in every phase of project development. They generated all ideas, designs and insights with the teacher "simply acting as their guide." The class doggedly pursued those ideas, creating innovative designs that would be accessible to individuals of all ages and abilities. But, most importantly, their ideas were feasible and many have been realized.

Today, Legacy Park is the pride of Menasha. Its many features have attracted residents both near and far; in fact, Legacy Park has become a hot spot for weddings, council meetings, birthday parties, picnics, school field trips, and those seeking a pleasant spot to commune with nature. Examples of the students' handiwork include the following amenities:

- A Pavilion—constructed to provide an attractive, open-air shelter for multiple use;
- A Prairie Garden—grown from raw seed, replicating the environment of Wisconsin's first settlers;
- A Woodland Setting—established with vegetation that is indigenous to the region;
- A Butterfly Garden—used as a habitat for study by K-12 science classes;
- A Network of Pathways—developed for walking tours and links park settings;
- White Oak Memorial—dedicated to the memory of a loved and revered teacher; and
- A Bird Refuge—designed to attract and maintain a varied bird population.

Even with all these amenities, Legacy Park continues to grow with each new class. As a public park, the entire community has benefited from the awesome improvements on what was once an area "eyesore." City residents and businesses have witnessed tangible proof of students using their education to give back to their community. The Legacy Park project has impacted its neighbors, too. Each adjacent property shows significant refinements such as painted exteriors, landscaped grounds, and a $50,000 industrial renovation. Project partnerships have been established with several organizations including Wisconsin Tissue Mills, Banta Foundation, Fox Valley Builder's Association, Boldt Construction, La Salle Clinic, and the University of Wisconsin at Stevens Point and Madison. These partners and many others have provided funding, guidance, and/or construction assistance.

Structuring Reflection Opportunities

Student reflection always has been a critical component of park development, and it continues to serve an important function during the various stages of student involvement. At the onset, students reflect to formulate specific project goals. They consider their roles, responsibilities, and the project's relevance to community service *and* their Service-Learning experience. At a mid-point, students reflect on the progress that has been made toward reaching their goals. Progress is viewed in the context of time frame and work accomplished. Near the culmination of their efforts, students reflect on the necessary preparations for passing on the "challenge" of Legacy Park to their successors.

> "Methods of reflection involve frequent dialogue during class time, written responses, development of a video history of the project, and onsite photography."

The evaluation process is aligned with the ideas of Service-Learning. Students evaluate their efforts by assessing the progress made in accomplishing set goals. A key component of the evaluation is a statement of their expectation that future class members will continue and maintain the Legacy Park project.

Creating Assessment Criteria

Students in the Youth Service-Learning course are assessed on a pass-fail system. Grading criteria include overall participation, ability to meet established group goals, communication of both failures and successes, and effort in laying a foundation for subsequent student work. During the last seven years, hundreds of students have been successful in meeting the above criteria with the exception of about ten students who simply failed to attend class.

Learning from Experience

Over the years, the most difficult issue has been getting students to initially understand that they will make a significant impact on their community, and also realize growth in self-esteem. However, as soon as students begin to identify needs, they see the potential to affect change in a positive and meaningful way.

The Legacy Park project continues to be energized by new student ideas and skills. As of March 2000, class members are busily preparing grants to fund the development of a dry creek bed, construction of handicap-accessible pathways, and the purchase of benches, picnic tables, trash receptacles and a new system of park identification.

> "In reality, we are continuously working on Legacy Park and its new stages of development. Site maintenance alone is an ongoing process of trimming, raking, collecting trash, and preparing for the different seasons."

Legacy Park Project, Menasha

"The teen mentors began working with the fourth-grade teachers and students in each of their adopted classrooms. Their overall objective was to help educate the local youngsters about the customs, traditions, celebrations, and way of life as experienced by students in other world communities."

Vicki Wright, GATE Coordinator
Fort Atkinson School District
Fort Atkinson, Wisconsin

Two projects selected involved older students helping younger students in service. These two projects are wonderful examples of how high school students are able to participate in an active service-learning project helping younger children. Many service-learning projects do involve mixed age groups, these two programs demonstrated extensive planning and activity by both the older and younger students.

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Course Emphasis: Social Studies, English Language Arts, and Family and Consumer Education

Grades 2 and 12

Service-Learning Project: **Helping Out Begins At Home**
Lincoln High School
Wisconsin Rapids, Wisconsin

Contact: Fred Dahm, Project Teacher/Facilitator

Project Profile

The seniors at Lincoln High School do more than just practice volunteerism—they inspire it! Through their mentoring efforts, second-grade students in the Wisconsin Rapids school district are not only introduced to the concept of volunteerism, but also given the opportunity to perform genuinely helpful activities.

Helping Out Begins At Home actually starts in the classroom. Now in its ninth year, the project has become a popular Service-Learning experience for students in second-grade social studies classes. The project is led by an experienced team of two high school volunteers who visit each classroom twice within a seven-day period. On their initial visit, they introduce the idea of volunteerism and dramatize it by reading aloud a George Ancona book, *Helping Out*, to the eager second-graders. The combination of the book's story line and the teens' gregarious mentoring style fuels a lively class discussion about eight-year-olds as family helpers. Having set the stage, the volunteers distribute a take-home chart and encourage students to log all the ways they help out around the house for one week. The volunteers return the following week, giving the youngsters a forum to share, discuss and reflect upon their own "volunteer experiences." In addition, all second-graders who return their parent-signed charts receive a Super Volunteer Award certificate.

Making Curriculum Connections

The Helping Out Begins At Home project is a natural fit with the district's second-grade social studies curriculum. At this grade level, students delve into a unit on family and the neighborhood that emphasizes cooperation and interdependence.

> "[Through the project,] students learn that helping others and volunteerism are vital parts of every community. They also understand how participating in volunteer activities helps them become members of a community."

To reinforce the helping activity, the volunteers loan each classroom teacher two books for class discussion: *Now One Foot, Now the Other* by Tomie dePaola and *The Ant and the Elephant* by Bill Peet. The teacher uses these books to further extend the themes of helping and cooperation during the weeklong project. Some teachers make additional language arts connections to capitalize on an already fun learning experience.

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS

[See pages 102-108 in the Appendix.]

Reading
A.4.2 through A.4.4

Writing
B.4.1

Oral Language
C.4.2
C.4.3

FAMILY AND CONSUMER EDUCATION (Introductory Level)

[See pages 110-113 in the Appendix.]

Work of Family
E4
E5

SOCIAL STUDIES

[See pages 129-132 in the Appendix.]

History: Time, Continuity, and Change
B.4.9

Political Science and Citizenship: Power, Authority, Governance, And Responsibility
C.4.3

The Behavioral Sciences: Individuals, Institutions, and Society
E.4.3
E.4.5

Helping Out Begins At Home meets several of Wisconsin's Model Academic Standards for performance in Social Studies, English Language Arts, and Family and Consumer Education. These standards reflect second-grade activities and are highlighted in The Curriculum Connections column.

Prepping for the Project

The Helping Out project involves experienced twelfth-grade volunteers from Lincoln High School and a majority of the second-grade classes in the school district. The teens are members of their high school volunteer program and undertake this project as a community service that can lead to non-academic credit. A former senior volunteer and a teacher, who continues to facilitate the program, designed the original project framework. The current volunteers plan for each presentation during a phone conference with the classroom teacher. Typically they schedule the two visits and discuss lesson activities; however, the student volunteers are responsible for developing nearly all lesson plans.

> "Most second-grade teachers in our district are involved in the project—about 20."

The methods used to prepare students for project participation will depend upon their role: teen volunteer or second-grade helper. While all volunteers are experienced, those new to this project spend time rehearsing their classroom presentations before their actual, on-site debut. The project facilitator and former "Helping Out" volunteers provide constructive advice during the rehearsal. Like interns, new volunteers may observe their tenured colleagues in action. The second-grade helpers are prepared during the first classroom visit. After reading aloud the *Helping Out* story, the volunteers spark group discussion by asking questions such as, "How do you help out around your house? How do you feel when you help your mom, dad, brother or sister? What are some other ways that you can do more to help out at home?" The youngsters are gung-ho to share their thoughts, giving one another new ideas for helping out on the home front. The teens are quick to expand the discussion by humorously inserting their own personal experiences. Before the session ends, a simple teen visit with eight-year-olds transforms into an energized brainstorming event.

When considering initial start-up costs, the project becomes even more attractive because it requires minimal resources. Using computer software, Lincoln High School students produce the Super Volunteer Award certificates and the Helping Out charts, which include a brief explanation of the project as well as space to log chores and those other family members who assist with the tasks. The teens also order and circulate the introductory storybooks; four sets of the three books are an ample supply.

> "Original project funding was provided by CESA-dispersed, Federal Service Grants—probably a $50 investment could get this project started."

Fortunately the project's most valuable resource, experienced manpower, is well established at Lincoln High School. Its senior class enjoys a long tradition of community service. The ongoing, Helping Out project is one of many volunteer initiatives that are powered by a core of nearly 50 students.

Designing a Meaningful Experience

With the increasing number of single-parent and dual income families, the need for getting young people to help out at home is viewed as a "given." According to the program facilitator, "the need is so obvious, I believe all involved can easily identify it." While parents and grandparents directly benefit from their second-grader's efforts, the project also creates an environment that nurtures self-esteem. By performing household chores, each youngster can feel the satisfaction of a contributing family member. The project intent is to build on that confidence, laying the foundation for future donations of in-kind services at the community level.

Project partnerships are dependable, running like clockwork after years of collaborative efforts and shared goals. Project partners include Lincoln High School senior volunteers, second-grade social studies classes, and approximately 20 teachers in the Wisconsin Rapids school district.

Structuring Reflection Opportunities

True to their developmental stage, many second-grade students are anxious to unleash their thoughts. This attribute is magnified when the visiting "big kids" become discussion leaders; consequently, all opportunities to share ideas and opinions are well received. From the moment the teens pass through the classroom door, they invite student interaction. One favorite ploy involves the unsuccessful balancing act of books and a stack of forms—when used discretely, several little knights come to the rescue and quickly gather the hodgepodge of papers from the classroom floor. The teen volunteers are equally quick to point out how much they appreciate "the help!" During that first visit, opportunities for reflection also develop when the teens ask the class what-do-you-think type of questions. The youngsters' responses reveal ways they can help at home and even some new ideas that might be added to their mental to-do lists. Additional time is allowed for reflecting on how students might become *better* family helpers. The single, most important prompt for the initial discussion is the book, *Helping Out*. It is the project centerpiece and namesake.

A week later the teens revisit the classroom and spark an introspective discussion by asking students to explain how their helpful deeds made a difference at home. The class also considers the "good feelings" that are experienced as a result of helping others. The chief source of written reflection is the student's completed chart. Because this project is offered early in the fall semester of second grade, the volunteers place greater emphasis on verbal rather than written reflection.

Creating Assessment Criteria

Each second-grade teacher determines the student's grade, if one is assigned, for student participation in the project. However, all teachers encourage student involvement and many record the names of students who complete and return their charts. Indicators of project success include student enthusiasm and the large number of completed charts that are returned to the volunteers.

Learning from Experience

Over the last nine years, several Wisconsin school districts have used the Helping Out project as a template to kick-start a meaningful and doable Service-Learning Program. In Wisconsin Rapids alone, nearly 5,000 students have participated in the project.

> "Establishing community needs at the second grade level can be tricky, but, Helping Out Begins At Home is a starting point that ties Service-Learning to the second grade curriculum—and, it's also appreciated at home."

The project provides many leadership opportunities for experienced high school volunteers. With the program firmly in place, the teens can vary and modify their presentation format to fit student needs within each classroom or further highlight the teacher's unit on family and community. For example, this year the volunteers developed a service pledge which is recited by each second grader while receiving the Super Volunteer Award.

The Curriculum Connections

Cited standards are in the Appendix

GRADE LEVEL 4

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix)

Writing

B.4.1

B.4.3

Language

D.4.2

MATHEMATICS

(See pages 122-124 in the Appendix)

Mathematical Processes

A.4.3

SCIENCE

(See pages 127-129 in the Appendix)

Science Inquiry

C.4.3

Earth and Space Science

E.4.3

E.4.8

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography: People, Places, and Environments

A.4.7

History: Time, Continuity, and Change

B.4.9

The Behavioral Sciences: Individuals, Institutions, and Society

E.4.2 through E.4.4

E.4.9

E.4.11

More Curriculum Connections on next page

Course Emphasis: Social Studies and English Language Arts

Grades 4 and 12

Service-Learning Project: **Imagine All the People**
Fort Atkinson High School
Fort Atkinson, Wisconsin

Contact: Vicki Wright, Project Facilitator/GATE Coordinator

Project Profile

In an international project, Imagine All the People, six students from the Community Problem Solving (CPS) team at Fort Atkinson High School adopted three, local fourth-grade classrooms to facilitate a cultural exchange between those classrooms and a primary school in Kingston, Jamaica. As student mentors, the CPS team worked with fourth-graders from Purdy, Barrie, and Rockwell Elementary Schools to compose pen pal letters, develop culture boxes, create a classroom memory book, and conduct a city-wide book drive. During spring break, three CPS team members traveled to Jamaica where they mentored classrooms of primary students, shared the Wisconsin culture boxes, plus developed culture boxes, a memory book, and a videotaped message to bring back to Wisconsin students. CPS members also designed a book, *Irie Activities*, to help train day care aids at a Kingston nursery school.

Making Curriculum Connections

During the project, Imagine All the People, significant connections were made to the fourth and twelfth-grade social studies curriculum. Ultimately fourth-grade students have learned they are "more alike than different" when compared to their Jamaican counterparts. In Wisconsin, the fourth-grade social studies curriculum engages students in the study of their state. By developing culture boxes, these students were able to share their new knowledge with foreign students in an innovative and creative way. The elementary students also advanced their writing and communication skills through the development of pen pal letters as well as the classroom memory book.

> "The cross-cultural experience broadened the global perspective of students in both grade levels."

The CPS team gained first-hand knowledge of cultural and societal distinctions by living with Jamaican host families. During their Jamaican visit, students were exposed to pronounced contrasts in economic conditions, educational systems, agricultural commodities, ethnic cuisine, and the role of government. Leadership, mentoring, and communication skills were strengthened when they became student teachers in two different countries, which share the same official language. They also learned that the spirit of sharing and caring knows no boundaries.

The Imagine All the People project met many of Wisconsin's Model Academic Standards for performance in fourth grade and twelfth-grade Social Studies. In addition, several standards were met for fourth-grade

English Language Arts, Math, and Science. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The cross-cultural project involved multiple grade levels—juniors and seniors in high school and three classrooms of fourth-grade students. Facilitated by a student-written grant, three fourth-grade teachers and six CPS team members participated in a half-day Service-Learning workshop to plan and prepare for the project. Substitute instructors were hired, enabling the classroom teachers to attend the planning session. During the workshop, the team of teachers and CPS students took a serious look at the major issue: to raise multicultural awareness among the Fort Atkinson elementary school students. The team brainstormed ways to reach that goal and the project began to take shape. While multicultural awareness had been previously introduced to the fourth-grade students, the teachers believed this important topic should be emphasized on an ongoing basis.

CPS students initiated the concept of an international community service project. Looking for guidance, they approached their coach and GATE coordinator, Vicki Wright, who presented two possibilities: Haiti or Jamaica. The Jamaican option seemed the most feasible because Ms. Wright had taught in Kingston during her Peace Corps days and still maintained connections with friends and educators in the Caribbean nation. She even knew of a primary school and day care center that would welcome the cross-cultural experience. According to the coordinator, after contact was established with her Jamaican colleagues the project and its goals became a reality.

> "I made sure the students understood that they would be going into a slum to do this project."

The CPS mentors enjoyed much success in developing sources for funding. The student-written Learn & Serve mini-grant netted over $1,300 for the project and was awarded by the Cooperative Education Services Agency (CESA) 2. The grant subsidized supplies and necessary classroom materials; however, the students were responsible for their own travel costs. Fort Atkinson's Rotary Club also made a generous financial contribution after the CPS students presented the project at a club meeting. Two area churches provided monetary support as well.

Designing a Meaningful Service

With a firm project plan in hand, the CPS team approached the Fort Atkinson School District Board of Education who unanimously approved the "foreign field trip." The teen mentors began working with the fourth-grade teachers and students in each of their adopted classrooms. Their overall objective was to help educate the local youngsters about the customs, traditions, celebrations, and way of life as experienced by students in other world communities. During the classroom visits, the mentors helped fourth-graders identify and select items of Wisconsin's culture to share with Jamaican students. The "box of culture" also included a classroom memory book, which featured student drawings, photographs and short essays that would explain and visualize their lives in Fort Atkinson. The fourth-grade students also wrote pen pal letters to their soon-to-be Jamaican friends.

More Curriculum Connections

GRADE LEVEL 12

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography: People, Places, and Environments

A.12.9

A.12.11

Political Science and Citizenship: Power, Authority, Governance, andResponsibility

C.12.11

The Behavioral Sciences: Individuals, Institutions, and Society

E.12.3

E.12.4

E.12.6

E.12.8

E.12.10

To complete the Jamaican mission, the CPS team accomplished two additional goals: a book drive to collect much needed reading materials for the Kingston school and the development of a resource handbook for day care aides. The book drive was a huge success in both participation and sheer volume. Nearly 900 pounds of books were collected by the fourth graders and their mentors with contributions that included school text books from the three elementary schools and a range of miscellaneous books from the American Association of University Women (AAUW), students, parents, and residents of the Fort Atkinson community. In fact, at this writing, there are an additional 800 pounds of books earmarked for Jamaica!

The CPS team researched, wrote and published a handbook for the novice day care workers at the Kingston nursery school. *Irie Activities*—irie is Jamaican for "fantastic"—was written to help the aides better enhance early childhood learning through play. As a result, the book provided child centered activities such as rules of traditional games like Hopscotch and Duck, Duck, Goose, directions for bubble making and play dough, instructions for simple art projects, plus easy snack recipes for pre-school kids.

> "Every aspect of the cultural exchange project was totally student driven. As the CPS coordinator, I helped them focus their ideas and occasionally organized how they would do something."

The Fort Atkinson community benefited from the exposure given to the Service-Learning project. With an enormous amount of press coverage, any resident who read the many news articles would have gained a greater insight into diverse cultures. The community opened their hearts and minds to the needs of the less fortunate. Their response was wonderful as demonstrated by an outpouring of books, textbooks and needed classroom materials for the Jamaican schools. Many residents were project partners including the Rotary Club, two churches, and the fourth-grade classrooms and teachers from all three of the community's elementary schools.

Structuring Reflection Opportunities

A generous dose of reflection occurred throughout the project because each individual activity required deliberate choices and meticulous planning. For example, fourth-grade students thoughtfully selected meaningful Wisconsin items for their culture boxes, applying what they had learned about their own state. Written reflection was a key part of creating their classroom memory books as well as the pen pal letters.

The reflection process was constant for the CPS students. These mentors reflected on their personal and collective experiences with the classrooms, sharing among themselves what they had learned in the process. Writing the initial grant proposal and the *Irie Activities* handbook took a great deal of thought, organization, and follow-through. While at the Kingston school, the teens reflected as a group at the end of each day. Together the CPS team and their Jamaican students produced a video message specifically for their fourth-grade counterparts in Wisconsin. After returning, the CPS team and the adopted classes discussed the video, comparing and contrasting their impressions of Jamaica and their new Kingston friends.

> "The CPS mentors also reflected through newspaper interviews or while writing articles for their own school newspaper."

Evaluation of the Imagine All the People project was the responsibility of the CPS team who also completed the final report. As veterans of the Service-Learning experience, students took advantage of their developing wisdom and applied it in a variety of ways. For example, one student wrote and designed a Service-Learning brochure for a graphics class; another used Service-Learning as a theme for a forensics speech; and one teen applied for college scholarships related to their Service-Learning projects.

Creating Assessment Criteria

CPS team members did not receive grades for the project because it was a co-curricular activity. However, the fourth-grade students were graded on their letter-writing exercise. According to the GATE coordinator, the best indicator of success was the individual growth in team members. This maturity was clearly demonstrated during their polished presentations for community groups and the School Board. Further evidence of their growth was witnessed at a Rotary Club meeting when CPS members presented an excellent explanation of the Jamaican project. At that same meeting, two other students in the academic "top twenty" stumbled their way through a speech about themselves. While still academically inclined, the CPS team was better able to communicate their ideas to the group.

Learning from Experience

The multicultural project was a very worthwhile Service-Learning effort, but nothing worthwhile is accomplished without a few struggles. One challenge was integrating the work into the curriculum. If the class is going to practice letter-writing, why can't it be to a real person? Another challenge arose from the busy lives of adolescents. It can be a struggle to interest students in doing something for others. There seems to be so many directions for them to go as well as numerous opportunities for competing activities. Service-Learning at this level is for the true humanitarian.

> "My hope is to make this opportunity available to more students and broaden the scope of their current service projects."

Imagine All the People,
Fort Atkinson

> *"Over the years, a diverse group of people and critters have benefited from our students' Benevolent Action projects: AIDS babies were comforted with handmade quilts; flood victims were assisted in their clean-up efforts; animals at the Humane Society were walked, groomed, fed, and given loving care by the students or via student-raised funds; needy families were helped by replenishing local food shelves; even roadsides are cleaner through trash collection and disposal..the list of projects is endless."*
>
> Dawn Schmokel, Teacher
> New Richmond Middle School
> New Richmond, Wisconsin

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Course Emphasis: Multiple Disciplines

Grades 7-8

Service-Learning All-School Project: **Seasons of the St. Croix**
Grantsburg Middle School
Grantsburg, Wisconsin

Contacts: The Faculty of Grantsburg Middle School

The Curriculum Connections for Seasons of the St. Croix **are listed with each of the disiplines.**

Overall Project Profile

As part of a special DPI project, the staff at Grantsburg Middle School worked together on a multiple-grade, multiple-discipline Service-Learning project involving the St. Croix River. The first year, seventh- and eighth-grade students within most disciplines worked on the "Seasons of the St. Croix" project. The teachers from each discipline focused on some aspect of the St. Croix River and incorporated Service-Learning into their curricula. As a result, the project involved several activities. The following 15 pages provide a brief summary of each of the disiplines involved in the project.

The St. Croix River was one of the first rivers in the country to be designated a Wild and Scenic River. Upon its designation in 1968, the National Park Service (NPS) gave landowners the opportunity to sell their land to the NPS and lease it back for 25 years. In the past few years, some of these leases expired. The NPS workload increased after it began restoring the formerly leased property.

> "A representative from the National Park Service spoke with the students about different river-related issues, and together they identified projects that the students could complete."

A representative from the National Park Service spoke to the students about a variety of river-related issues. By working together, NPS and the students were able to identify several projects that would benefit the St. Croix River, its land and the surrounding communities. Students participated in site restoration that included clearing the forest, spreading materials for trails, and razing buildings that stood on land with expired leases. Students also helped level the ground by moving large rocks, raking the area and planting grass seeds and trees. In addition, students tested water quality, collected information about frog life and wrote letters to Congress about park issues. They also surveyed the area for deformed frogs, whose presence could indicate contamination of their habitat.

The students were actively involved with project coordination. A planning committee of seventh- and eighth-grade students organized the days at the river. Students arranged for bus transportation, organized work groups, designed permission slips, assigned students to buses, and identified members of the community who were willing to help.

Approximately ten parents worked with students on different projects. One community member demonstrated outdoor survival skills that can be used on the river. Another community member performed a one-actor play that depicted early European settlement issues on the river. A NPS employee taught students about orienteering and global positioning systems.

Initially, only eighth-grade students were included in the project; however, seventh-graders requested to attend on those days that were spent working outside on the river and its banks. The eighth-grade students voted approval and set rules for the seventh-grade participants. Teachers and students handled all the discipline issues that arose.

In the following reports, individual teachers explain specific components of the project, and the challenge of incorporating Service-Learning into various disciplines and meeting academic standards.

The Curriculum Connections

Cited standards are in the Appendix

MATHEMATICS

(See pages 122-124 in the Appendix)

Mathematical Processes

A.8.1

A.8.3

A.8.4

Number Operations and Relationships

B.8.1

B.8.5

B.8.7

Geometry

C.8.1 through C.8.3

Measurement

D.8.1 through D.8.4

Statistics and Probability

E.8.1 through E.8.4

E.8.6

Course Emphasis: Mathematics

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix—Determining Water Flow**

Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Steve Johnson, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

Math students solved this question: How many gallons of water flow by the bridge each second? Groups of students planned their own strategies. They discovered that they needed to measure the distance across the river and determine how fast the water was flowing. To calculate the average depth of the river, a student joined the teacher in a canoe as they took 20 different depth readings while using an anchor. Students designed a scale model of the St. Croix River and used formulas to determine the gallons of water that flowed per second. A parent volunteer also displayed some technology that would determine the distance by simply pressing a button.

Several of Wisconsin's Model Academic Standards for performance in Mathematics were met while determining water flow during the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The Seasons of the St. Croix was a multiple-discipline project that involved students in grades seven and eight; however, students in other grades attended on different dates. The entire teaching staff needed time for planning. In addition to their normal prep periods, substitute teachers were hired so the faculty could work together during a common planning time. Sometimes teachers would sit in on another teacher's study halls to plan further.

> "An educational coordinator from the National Park Service met with us several times to provide information on the special circumstances of the river."

Resources were obtained from local and national organizations. The project was funded by part of a Service-Learning grant, while individual class budgets were used for small items. The NPS assisted with planning, and purchased all trees and black dirt for site restoration. They also furnished technical support for computer work. The local CESA provided space on their server for the student-developed web page.

Designing a Meaningful Service

Students participated in several types of project work. The restoration of land sites involved clearing the land of sticks, rocks and cement pieces, and eventually spreading black dirt. Soon the students planted grass as well as 400 trees. The students also cleaned up about ten miles of hiking trails. They removed rocks and trees, and also marked areas that would require a chain saw. Students captured frogs to take measurements and check for deformities. The NPS used this information as part of their national survey. In addition, students created a web page that was used to tell about the St. Croix River and their projects. A parent volunteer was the expert in this area. Recipients of the service include not only local people, but anyone who visits or drives through the Scenic St. Croix River Area.

> "The primary service was to restore seven land sites where cabins had been removed."

Structuring Reflection Opportunities

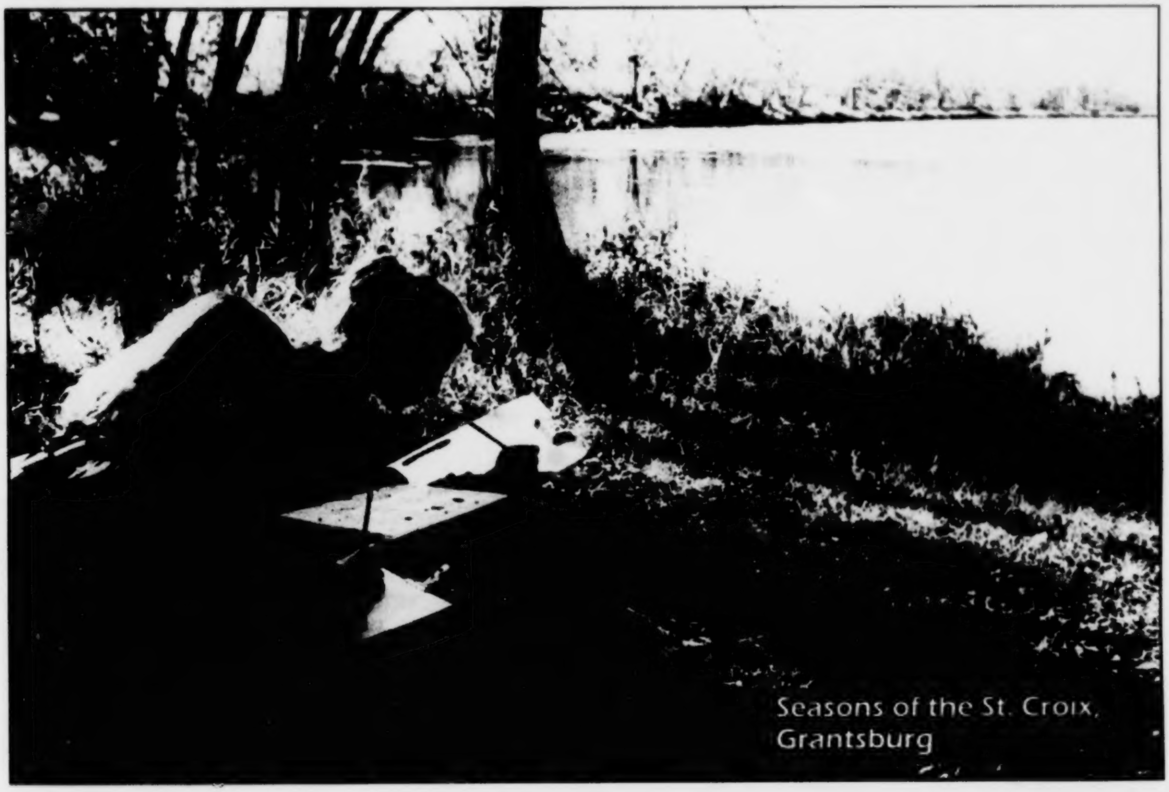
Students reflected on their experiences and ideas throughout the project. They wrote in their journals and participated in group discussions. Reflection was an important part of student-performed skits which presented information about conservation and river safety issues. A Grantsburg rubric was developed to evaluate the Service-Learning effort.

Creating Assessment Criteria

The teachers administered tests to the students, and judged how well they had completed service areas of the curriculum. Success was measured by gauging how excited and proud students were of their accomplishments. Another measurement of success was the positive feedback from parents, teachers and local newspapers.

Learning from Experience

> "We teachers find ourselves going back to the old ways, at times, by making all the decisions ourselves."



Seasons of the St. Croix, Grantsburg

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The Curriculum Connections

Cited standards are in the Appendix

SCIENCE

[See pages 127-129 in the Appendix]

Science Connections
A.8.1
A.8.3

Nature of Science
B.8.3
B.8.5

Science Inquiry
C.8.3
C.8.8
C.8.10
C.8.11

Physical Science
D.8.5
D.8.6

Earth and Space Science
E.8.1
E.8.3
E.8.4
E.8.6

Life and Environmental Science
F.8.2
F.8.7 through F.8.10

Science Applications
G.8.1
G.8.3
G.8.5

Science in Social and Personal Perspectives
H.8.2

Course Emphasis: Science

Grade 8

Service-Learning Project: **Seasons of the St. Croix—Exotic Species**
Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Heather Toutant, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

By studying the marine environment of the St. Croix River, students learned to identify exotic species and why exotic species are harmful to aquatic habitats. Students also learned about preventing species endangerment.

Several of Wisconsin's Academic Standards for performance in Science were met while studying exotic species during the Seasons of St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The core seventh- and eighth-grade teachers organized the Service-Learning day. They completed most of the planning during their weekly team meetings. The science teacher prepared students by asking them questions about their fishing experiences, and then connected responses to the damage done by exotic species.

> "Our science resources included the National Park Service, Sea Grant Institute, and Wisconsin Department of Natural Resources."

Designing a Meaningful Service

Students began to see the need for preventing exotic species from invading natural habitats; consequently, they designed brochures about exotic species to educate the public. The students realized that they helped to make the community a better place. They took pride in their work and seemed to want to do more. Beneficiaries of this project include the National Park Service and visitors to the St. Croix River. Project partners were the National Park Service, Wisconsin Department of Natural Resources, and parents.

> "The National Park Service will use the brochures about exotic species which were designed by the students."

Structuring Reflection Opportunities

The teacher provided several avenues for student reflection throughout the project. Before it began, students thought about their unique opportunities for helping out as well as what they already knew about the river. During the project, students learned and thought about exotic species. They identified and drew some of the species in their journals. After the project, students reflected on what was learned and how they could share their knowledge with others. In another reflection exercise, the teacher asked students to think of what they liked about this project and how it could be improved. The students wrote those reflections in their journals and discussed the ideas in class.

Creating Assessment Criteria

Students were graded on their participation and a short, written assignment that was based on the project. The teacher felt the project was successful because many students continued to talk about the project after it was over. Also, many students brought in additional information about exotic species.

Learning from Experience

The greatest struggle was identifying a community need. The teacher recently had moved to the area and did not know which assets the community had available. The next time the class embarks on a similar project, the teacher plans to build on the connections with people that were developed during this project. The teacher also struggled a bit with an assessment strategy. The guidelines were not as well defined as those previously used. Next time, the teacher hopes to have some sort of rubric or assessment checklist.

The Curriculum Connections

Cited standards are in the Appendix

PHYSICAL EDUCATION
[See page 126 in the Appendix]

Leading An Active Lifestyle
A.8.1
A.8.3
A.8.4

Physical Skill Development
B.8.4

Learning Skills
C.8.3

Understanding Physical Activity and Well Being
D.8.1 through D.8.4

Health-Enhancing Fitness
E.8.1
E.8.2
E.8.5

Respectful Behavior
F.8.3

Understanding Diversity
G.8.2 through G.8.4

Course Emphasis: Physical Education

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix— Fitness Activities**

Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Penny Curtin, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

Students learned how to cross-country ski, snowshoe and canoe. Skiing, snowshoeing and hiking are activities that students can participate in at Grantsburg Middle School. These activities were even more enjoyable when complemented by the beauty of the St. Croix River. Canoeing was available through this interdisciplinary project.

Several of Wisconsin's Model Academic Standards for performance were met in Physical Education while learning fitness activities during the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

A team of six teachers completed the core planning activities. However, many more teachers participated at various levels of planning and implementation. The faculty often met before school, at lunchtime or after school for short periods of time. Basic preparation was done in the classroom. The students were prepared for the physical components of the project by discussing, demonstrating and practicing the activities. Project resources were provided through grant money, the National Park Service, and the school district.

Designing a Meaningful Service

In the spring, students met with the park ranger who talked to them about the problems and concerns associated with the St. Croix River. Then each teacher developed a lesson plan and an activity, which were related to their curriculum area. Teachers presented information to the students and they chose a course of action. Students selected leaders, formed groups and developed activities. For the physical education class, students were interested in winter sports, winter survival techniques and canoeing. The project partners included the middle school staff, parent volunteers, community volunteers, and the National Park Service.

"Our students now have more appreciation for our National Park Service and the beauty of the St. Croix River."

Structuring Reflection Opportunities

Reflection time was scheduled for the end of each day. Students and teachers discussed their thoughts in large-group settings. The physical education teacher asked students to reflect on their surroundings, the temperature, their attire, equipment preparation, and health benefits. Students spoke and wrote about their ideas. The teacher required each student to assess physiological indicators of exercise such as his or her pulse rate during and after an activity. They also were asked to compute the distances that they traveled. Students were involved in the evaluation process following every outing.

> "I gave them the opportunity to express their likes and dislikes, indicate areas that could be improved, and offer ideas that could be included in the next project."

Creating Assessment Criteria

Students who participated in all activities received a passing grade for that unit. The students' success was rated and based on their participation.

Learning from Experience

Parts of the Service-Learning project were meant to be classroom experiences. Other parts dealt with the physical components of activity, which were incorporated easily into the physical education curriculum. However, the teacher had some trouble incorporating reflection on a regular basis. Sometimes the class was pressed for time and the reflection component was forgotten. Next time, the teacher will try to provide more opportunities for reflection because students need the time to assess what they have done and evaluate the need, purpose and outcome of their activities.

Peace Park,
Fort Atkinson

The Curriculum Connections

Cited standards are in the Appendix

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix)

Writing

B.8.1 through B.8.3

Oral Language

C.8.1

C.8.3

Course Emphasis: English Language Arts

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix—**
Educating and Enlisting Support

Grantsburg Middle School
Grantsburg, Wisconsin

Contacts: Joyce Glover and Emily Hesla,
Project Teachers/Facilitators

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

The students created and performed skits that explained various aspects of conservation as well as solutions to problems concerning the St. Croix River. The skits were videotaped and broadcast on the local TV channel. In addition, the students tried to enlist support for the area by writing letters that expressed their concerns to state legislators and the newspaper. Students also wrote poetry about the river. Using their journals, they wrote about their activities, the weather, and the sights, sounds, and smells of the river and its banks. In the future, the students will develop pamphlets for the National Park Service.

Several of Wisconsin's Model Academic Standards for performance in English Language Arts were met through various communication activities on behalf of the river during the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

In the spring of 1997, the National Park Service approached the school staff concerning a partnership. The teachers and students discussed how they could help the NPS in each subject area. For the teachers, an important aspect of the Service-Learning experiences was the selection of activities that would still meet the requirements of the specific course curriculum. After the class discussion, each teacher determined the activities that would work in his or her subject area.

The teachers spent a great deal of time planning and preparing for the Seasons of the St. Croix River project. They used time before and after school as well as during the school day, which included preparation periods and lunch breaks. Substitutes were hired, enabling the teachers to take a half-day planning session. In addition, the teachers worked overtime to accomplish their goals.

Designing a Meaningful Service

The students listened to a park ranger's presentation about the St. Croix River. Using that information, the students identified conservation and following park rules as areas they could help improve.

> "Teachers and students appreciated the need to preserve the park for the future."

Students selected topics such as personal watercraft safety or pollution prevention, and wrote and performed skits to communicate their message. All students participated in the skits. Also, the teachers gave them the choice of writing a letter to a legislator, designing a poster, or writing a poem as a means to inform the public of their concerns for the park and the river.

The public and the National Park Service benefited from the Service-Learning project. The main partners were middle school students, parents, the NPS, and the local newspaper. Burnett Dairy and Wild River Outfitters also donated resources for the project.

The project has positively affected the way that community members perceive Grantsburg Middle School students. The community is proud of the student's work, and community members have expressed this to the students. Morale is higher, too. Students understand that they have done well and contributed to the community. They have helped "put Grantsburg on the map." Students, parents and community members enjoyed the year-end celebration.

Structuring Reflection Opportunities

Reflection involved both writing and discussion. Students wrote in their journals before and after activities. The teachers also asked students to use their journals to write individual evaluations of the projects and group interaction. At one point, they wrote about student behavior and suggested ways to improve it. Discussion was used to allow students an opportunity to verbally express their opinions and suggestions. The teachers found that project discussion helped to keep the participants focused and positive.

> "Immediate discussion of a topic was sometimes the most productive way to get students to think. Teachers also needed to think."

Creating Assessment Criteria

The rubric was a wonderful tool for objectively determining individual grades for students. The teacher used the rubric to grade the skits; however, poetry was graded more subjectively. Students helped create the rubric for evaluating the conservation skits.

The best indicator of success was how students' knowledge of the park and their concern for its future grew during the course of the project. They demonstrated this growth in knowledge and concern during class discussion. A few months after the project's conclusion, both teachers and students revisited the park. Teachers could see the positive results of the past year's Service-Learning in the eighth grade students. Students freely expressed how much they enjoyed the different aspects of their Service-Learning experience.

Learning from Experience

> "Service-Learning has been a very positive experience for our school. It has actually changed the way that our teachers teach."

The teachers feel that Service-Learning provides a means of making the connection between their curriculum and the real world. Since the beginning of their Service-Learning experience, the teachers have learned much about the value of student ownership, reflection and the use of rubrics. They are constantly striving for more student ownership. For example, the students had to come up with ideas that met the objectives of both the National Park Service and the teachers, which was not an easy task. The teachers tried to get students vested in the project by having them complete scheduling, choose electives, and make phone calls.

The teachers also realize the importance of reflection and improved in their use of it. However, they feel it may be necessary to provide a wider variety of ways of incorporating reflection into the projects. With respect to rubrics, their use makes assessment easy and the students are better aware of teacher expectations. At the time of this writing, the teachers were working with students to develop a rubric for evaluating pamphlets that they will be preparing for the park service.

Insight: The Teachers' Perspective

Connecting Service-Learning to curriculum is really quite easy. We were pleasantly surprised at how well curriculum, state standards, and Service-Learning correlated. With the St. Croix River being so close, we have a natural partner with the National Park Service. Many students visit the park and can see its importance to the area and community. The students also are becoming quite adept at seeing other areas where they could be of service in our community.

The Curriculum Connections

Cited standards are in the Appendix

MUSIC

(See pages 124-125 in the Appendix)

Music Performance—Singing
(Choral Classes)
A.8.5
A.8.6
A.8.8

Music Performance—Instrumental
(Instrumental Classes)
B.8.8 through B.8.11

Music Literacy—Reading and Notating
(Choral Classes)
E.8.5 through E.8.8
(Instrumental Classes)
E.8.9 through E.8.11
E.8.13

Music Response –Evaluation
(Choral Classes)
G.8.3
G.8.4
(Instrumental)
G.8.5
G.8.6

Music Connections–The Arts
(Choral Classes)
H.8.4 through H.8.6
(Instrumental Classes)
H.8.7 through H.8.9

The Standards in the booklet and in the CD are numbered differently. The numbers referred to here are from the CD.

Course Emphasis: Band and Choir

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix—Celebrating the Project**

Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Nancy Porter, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

The music department held an end-of-the-year celebration in honor of the Seasons of the St. Croix project. This celebration was held in the Grantsburg Middle School gym. The band and chorus students decorated the gym to resemble the St. Croix River. On concert day, they celebrated by performing appropriate musical selections. Students learned the geography of the river and worked cooperatively to depict the river. Students also helped select songs that reflected nature, such as "Colors of the Wind."

Many of Wisconsin's Model Academic Standards for performance in Music were met through the year-end celebration of the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The musical celebration for the Seasons of the St. Croix project was a multiple-grade experience. One teacher was responsible for this part of the Service-Learning project. However, additional teachers were involved in the staff planning for this event. A great deal of planning was accomplished with students during their choir classes. The students and staff generated ideas as a group, but the students decided which committees were needed. Each committee submitted a written plan and progress was reviewed each week. One class period per week was allocated for project work.

Designing a Meaningful Service

Students found that music and concerts are a worthwhile way to make the public aware of their Service-Learning project. The celebration program included a speaker, who presented information about the St. Croix River, and the concert performance. Art displays also were available for public viewing.

> "At the beginning of the year, we identified our role as creating the culminating event in which we brought the public to the project."

The school, students and community benefited from the celebration in the areas of public relations and educational entertainment. Project partners for the celebration were the Wisconsin Department of Natural Resources and a local nursery that provided trees and shrubs.

Structuring Reflection Opportunities

The class reflected on developing a meaningful theme for the concert. Ideas were written and discussed, which resulted in the class decision to turn the concert into a celebration of the river. The class selected concert music. Prior to choosing music, students studied the metaphor of the song title "The River." Other reflection methods included class discussions of the concert as well as drawing and writing about the river. After the concert, the class watched a video of the performance and observed how the students and audience reacted.

> "We listened to Vivaldi's 'Four Seasons' and thought about the sounds each season would display."

Creating Assessment Criteria

Each student's grade was based on a written project, group participation and completion of an assigned task, and concert attendance. The students knew their project was successful because the creativity shown in decorating the gym was very well done. Each group's innovation astounded the teacher. The students sang and played beautifully. Their performance and decorating efforts received positive feedback from both the audience and the staff.

Learning from Experience

The teacher's goal was to show how a music program can and should be the heartbeat of a school. The celebration project seemed to naturally connect the goal to the curriculum. The river concept provided many metaphors for the class to use. Their brainstorming was wonderful. When the class broke into cooperative groups, the teacher found that the students needed an exact guide sheet to complete the project. A ten-student group volunteered to make the guide and distributed the assignment the next week. Because the students were so excited to be creative and set up this river, they all stayed involved. Many unexpected leaders emerged and students showed incredible ownership on the night of the concert. The teacher wanted to bring together the entire school and community for the celebration as originally was planned by the staff. Administrative events prevented this, but they now see how it can be done in the future.

> "We placed no limits on ideas and most of them came to life."

Picnic Tables Project, Grantsburg

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The Curriculum Connections

Cited standards are in the Appendix

VISUAL ARTS

{See pages 134-135 in the Appendix}

Knowing – Visual Memory and Knowledge

A.8.2

Knowing – Art History, Citizenship, and Environment

B.8.5

Doing – Visual Design and Production

C.8.4

C.8.5

C.8.7 through C.8.9

Doing – Practical Applications

D.8.3

D.8.5

Communicating – Visual Communication and Expression

E.8.2

Understanding – Personal and Social Development

I.8.7

Understanding – Cultural and Aesthetic Understanding

J.8.2

Creating – Making Connections

K.8.1

K.8.3

Creating – Visual Imagination and Creativity

L.8.4

Course Emphasis: Art

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix— Painting on Site**

Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Bruce Teigen, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

During the Service-Learning project, art students used watercolors to paint scenes on site at the St. Croix River. The class discussed color theory, drawing, and the use of watercolors.

Several of Wisconsin's Model Academic Standards for performance in Visual Arts were met while painting on site during the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The on-site painting project was a multiple-grade experience. The teacher planned during preparation time before and after school. Class preparation took place at the river site and involved discussing the elements of the art project. Supplies were purchased with money from the school budget. Project partners included the school, students, community members, and Wisconsin Department of Natural Resources.

Structuring Reflection Opportunities

Students reflected through class discussion. Teacher and students talked about what they had painted, how they had become more skilled at creating art, and how they could improve their paintings.

Creating Assessment Criteria

The teacher did not grade student artwork. The class was successful because the students enjoyed the project in many ways.

Learning from Experience

The teacher was involved only with the instruction of an on-site, watercolor painting class. Teaching this class was relatively easy because of the nature of the project. Students liked working on site, which made for a very enjoyable experience.

Course Emphasis: Social Studies

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix—Exploring River History**

Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Grachia Solie, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

In keeping with classroom units, social studies covered the history of the river, citizenship, and government while engaged in the Seasons of the St. Croix project. The social studies class participated in several on-site outings. On their first trip to the river, the students were introduced to Willie, a Native American portraying the Ojibwa Indians before European contact. He not only taught them about the Ojibwa culture, but also covered what the environment was like in this area years ago. On their second visit to the river, Willie returned to talk about the fur trade and how its use in this area changed both the Native American culture and the environment. The students' third visit dealt with logging and settlement along the river. Later visits focused on the topics of eminent domain (connected to the land reclamation project), National Parks, and the legislative process. The students were made aware of environmental issues threatening the park today.

Several of Wisconsin's Model Academic Standards for performance in Social Studies were met while studying the river's history during the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The social studies component of the Seasons of the St. Croix project was a multiple-class, multiple-grade experience. This part of the project was planned during early morning meetings, the teacher's individual prep time and Service-Learning sessions. All seventh- and eighth-grade teachers and many of the specialists participated in the project. Students were encouraged to become involved. Resources included the Service-Learning grant and community volunteers.

> "Brainstorming, discussion, and meeting with park service officials helped students gain ownership and influenced the direction of the project."

Designing a Meaningful Service

Students identified needs through the prompting of the National Park Service. Students understood the needs and followed through on NPS suggestions. They looked to NPS for guidance to help set project goals. The NPS also provided materials for land reclamation. With input from the NPS, students scheduled work rotations to help complete the project.

The Curriculum Connections

Cited standards are in the Appendix

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

History: Time, Continuity, and Change

B.8.1

B.8.2

B.8.4

B.8.7

B.8.11

Political Science and Citizenship: Power, Authority, Governance, and Responsibility

C.8.3

C.8.7

C.8.8

Community residents and the National Park Service benefited from the project. The primary partners included NPS, Wisconsin Department of Natural Resources, parents and community members.

Creating Assessment Criteria

> "Students put together portfolios of all their own work on the St. Croix River project."

Each teacher graded his or her own lesson applications. Student success was demonstrated by their respect for the environment. They walked the trails and did not litter. Another sign of success was the students' desire to visit the land reclamation sites. The teachers also assessed student success by using traditional classroom evaluation techniques.

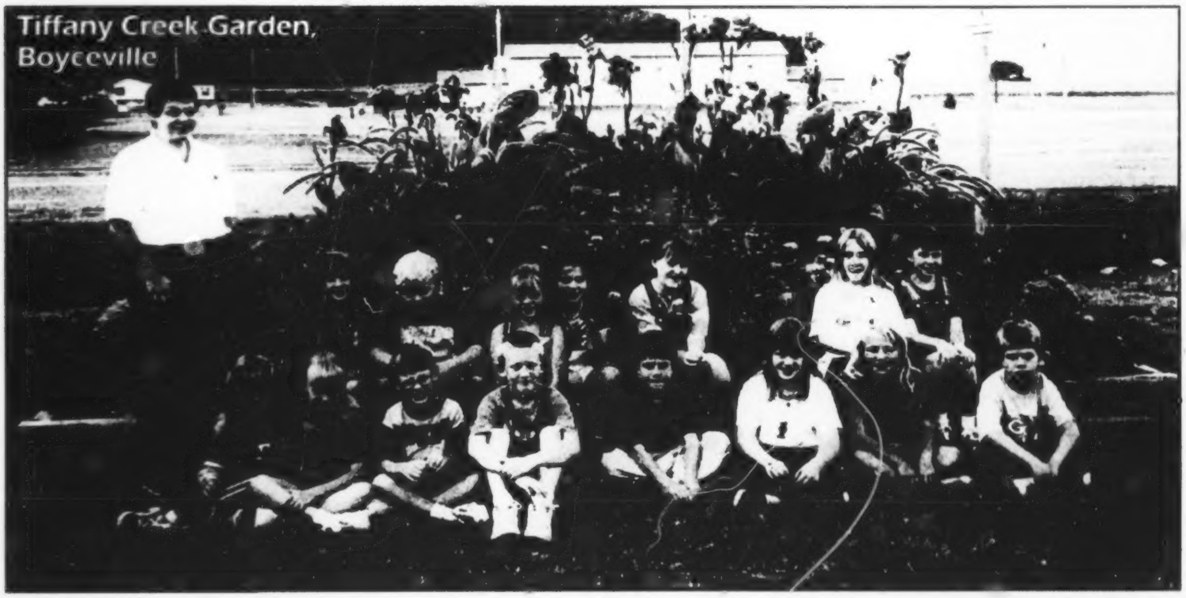
Learning from Experience

> "Implementing this Service-Learning project was really enjoyable. Through our lessons, I was able to watch the students develop an appreciation for feeling responsible for the river."

Class reflection on the effects of human and environmental interaction, at different stages of the St. Croix's history, helped prepare students to take ownership of the river. Student project experience has helped them to identify ongoing needs and concerns for the river as well as other parts of their community. Students are becoming more active citizens. They are learning to identify problems, research and evaluate information, seek help from experts, and develop plans to impact their world.

According to the teacher, the work of the Seasons of the St. Croix project is not over. It involves an ongoing interaction that the students, staff and NPS want to continue. The teacher does not think they will ever start over on a different project because once you start you never turn back. However, the direction of the project can change due to student interest and community need. After all, people are growing and changing all the time.

Student ownership and reflection were important aspects of the Service-Learning experience. In the beginning student ownership was weak, which could be understood, as students were still learning about problems they wouldn't have known existed. However, ownership really grew when they became more knowledgeable of the river. Reflection helped the teacher and class avoid problems, solve problems, and cement learning. In retrospect, it would have been helpful if they had reflected more before the first river trip.



Tiffany Creek Garden,
Boyceville

Course Emphasis: Special Education, English Language Arts, and Mathematics

Grades 7-8

Service-Learning Project: **Seasons of the St. Croix—Producing a Schedule**

Grantsburg Middle School
Grantsburg, Wisconsin

Contact: Sally Pernu, Project Teacher/Facilitator

Project Profile

This summary is part of a larger integrated Service-Learning middle school project. For a description of the entire project and its implication and connection to this curriculum, please refer to page 53.

Making Curriculum Connections

Students developed the schedule for the Seasons of the St. Croix project. To prepare and facilitate the schedule, they mapped out locations of classes, planned group session rotations, sorted all 150 students into groups for session attendance, sorted registration forms, typed the schedules and rosters, color coded and copied schedules, delivered schedules, collected information from teachers and students, and worked in cooperative groups to complete tasks. They also developed group award categories. In producing the schedule, the students read, wrote and completed math exercises.

Many of Wisconsin's Model Academic Standards for performance were met in English Language Arts and Mathematics while producing a schedule for the Seasons of the St. Croix project. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The scheduling component of the Seasons of the St. Croix project involved students from multiple grades. Teacher and students used class times in language arts, math and study hall to work on the scheduling.

> "The group of schedulers brainstormed ideas on how to map out class locations, how to divide up the 150 students, how to rotate the classes, and how to notify students of their schedule for the day."

In all, it took them six to twelve 45-minute periods to complete the project. To produce the schedule, students and teacher gathered all necessary information that included which classes were being taught, who was teaching them, and where classes would be located near the river. They also gathered information about the number of students in each class, how many groups those students should be assigned to, and how many class sessions would be held.

Designing a Meaningful Service

The students responded to the project need for a schedule by designing a working schedule that allowed 150 students to complete service

The Curriculum Connections

Cited standards are in the Appendix

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix)

Reading and Literature
A.8.1
A.8.4

Writing
B.8.1 through B.8.3

Oral Language
C.8.1 through C.8.3

Media and Technology
E.8.1
E.8.5

MATHEMATICS

(See pages 122-124 in the Appendix)

Mathematical Processes
A.8.1
A.8.4

for the National Park Service and their community. With so many activities planned, the students and teacher were well aware of the necessity for accurate schedules. As a result of the project's scheduling component, the students have a better understanding of the work involved in holding a school day in a location other than school. They also better understand the complexities of organizing a schedule that includes students, school personnel, community members and volunteers. Many benefited from their efforts: teachers, parents, volunteers, guests, and the National Park Service. The project partners were the Superintendent and guests from Barron who observed the classes.

> "While working on the schedules, students came up with the idea of having group awards for the best behavior, the best nature-related group name and the best environmentalist."

Structuring Reflection Opportunities

The students reflected on previous experience by looking at schedules they had developed in the past and considering the different aspects that did or did not work. When the group thought about this project, they found it necessary to discard class rosters on one of their schedules because of an imbalance. They had more boys than girls in some classes and the schedulers thought that the numbers should be more even. To remedy this situation, the students reworked the roster. After the project, the students and teacher reflected on their efforts and gave themselves credit for devising a schedule that worked out so well.

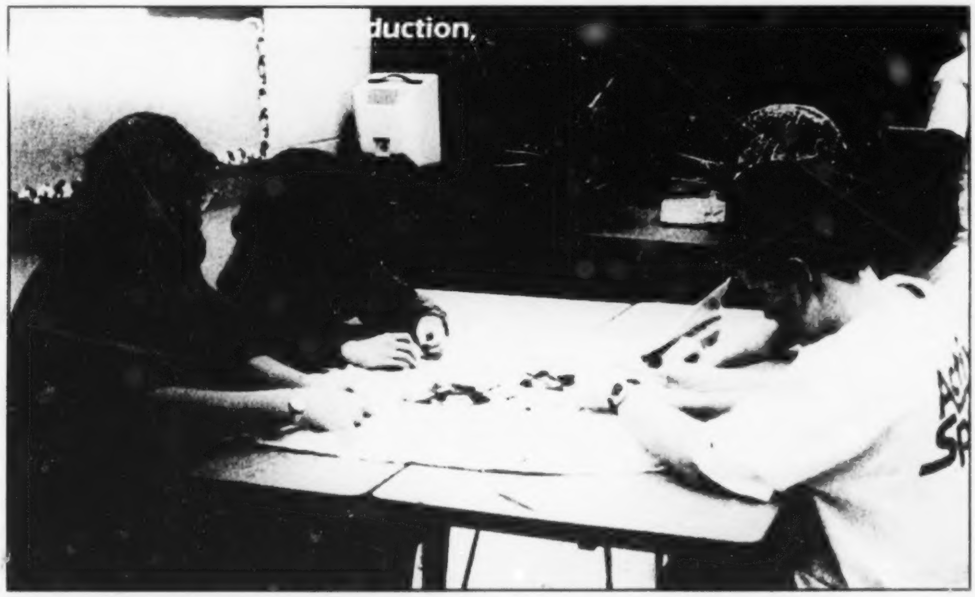
Creating Assessment Criteria

The teacher graded students on their participation in the scheduling process. They had to complete the schedules given to them before they could begin the next task. The students were successful because the schedule worked well; in fact, most of the days were problem-free. Students felt a sense of accomplishment by completing such a large task.

Learning from Experience

The teacher found it easy to connect the Service-Learning project of scheduling to the curriculum. Students developed wonderful organizational skills. Working on the project also required students to read and write in a practical situation, and to be accountable to a deadline. The students were excited about creating the schedule for the entire seventh and eighth grades; therefore, student ownership of the project was not a problem.

Incorporating reflection and evaluating students did present a challenge. It was difficult for the teacher to incorporate reflection into the scheduling activities. The students did not want to change work that was already completed. When something wasn't working, it was difficult for them to redo it. Also, the evaluation of student learning became difficult because finishing the schedule on time took priority. When working on this project, the teacher put some things aside just to meet the deadline.



Course Emphasis: Family and Consumer Education

Grade 7

Service-Learning Project: **Patchwork Top Quilt Production**
Dodgeville Middle School
Dodgeville, Wisconsin

Contacts: Sharon Anderson and Bev Reukauf
Project Teachers/Facilitators

Project Profile

The Patchwork Top Quilt Production project is connected to the curriculum of a nine-week exploratory family and consumer education course. For the past five years, approximately 24 seventh-grade students each quarter have mass-produced 36 inch by 40 inch, patchwork top quilts. The quilts are donated to the national ABC Quilt Project for babies with HIV/AIDS or drug-related problems. Students also donate the quilts to residents of local nursing and residential homes. The project focused on introducing an understanding about oneself and the world of work through the mass production of a product that requires use of both technical and people skills.

> "The project involved collaboration with the school's special education teacher so that we could include cognitively disabled students."

Making Curriculum Connections

Students learned about family work, career concepts and skills, including positive work attitudes and habits which are important for all jobs. They learned about being punctual, following directions, staying on task, managing time, solving problems, cooperating, working as a team, and evaluating their own work and performance. Because they produced quilts that others can use, the students experienced the importance and rewards of learning through serving.

Essentially the class was organized and run like a business; however, it was not concerned with and did not emphasize making a profit. Each student submitted a job application based on job descriptions and a self-assessment of skills. Students applied for jobs where they would cut, pin, press or sew fabric; design quilts; be a lead worker; or supervise others.

> "When students applied for a job on the project, they indicated why they were qualified for that position."

Once the project was set up and participants were given job training students worked for approximately two weeks to complete as many quilts as possible. Making the patchwork top of each quilt provided students the opportunity to develop some technical construction skills. Various components of the project were designed to help students develop good work habits. Examples of these student activities included

The Curriculum Connections

Cited standards are in the Appendix

FAMILY AND CONSUMER EDUCATION (Intermediate)
(See pages 110-113 in the Appendix.)

The Family
A.2.

Family Action
C.3.

Personal and Social Responsibility
D.3.
D.4.

Learning to Learn
F.1. through F.4.

using time cards, completing a daily log of work accomplished, checking on work quality, troubleshooting problems that arose, conducting department team meetings, and hosting people who toured their business such as other teachers, counselors and administrators.

The Patchwork Top Quilt Production project met several of Wisconsin's Model Academic Standards for performance in Family and Consumer Education. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The quilt production project was developed during a summer workshop. School staff decided to include the project in a seventh-grade exploratory family and consumer classroom experience. The project evolved to include the special education teacher who team-taught the project and monitored the work of cognitively disabled students. Each quarter's project results were used to refine the curriculum and instruction of the course. The teachers introduced the students to the project by showing them a sample finished quilt, and discussing who could use the quilt.

Material and financial resources were obtained from many places. Lands' End provided sheets for quilt backing through its charity donation policy. The sheets had been returned and could not be resold; however, these goods could be used for charitable purposes only. Students and families were invited to contribute unused fabric for quilt-making. The teachers described the project in class and also publicized it in the monthly school newsletter. Clearly, learning about the project did motivate individuals to donate fabric. Service-Learning funds were provided from Cooperative Educational Service Agency 3 and were used to purchase items such as quilt batting, yarn, needles and fabric.

Designing a Meaningful Service

Initially, the teacher introduced the project and identified the need for it; however, student ownership soon developed. The students gave input in the following ways: deciding where their quilts would be donated; selecting job tasks based on job descriptions and a self-assessment of personal skills; naming their business; conducting department team meetings; working on team planning; identifying problems that occurred on the job; working together to resolve problems; and hosting people who toured their business.

Students learned the value and rewards of service by actually participating in a service project. They showed commitment and pride in the service they were providing. After-school work sessions were filled with students who volunteered to work on quilts in order to complete more projects for donation. Students also suggested places that needed quilts. Some students made quilts at home to share with relatives in nursing homes.

Those benefiting from the project included the elderly and babies. The patchwork projects were donated to residents of nursing and residential homes who used them as lap quilts. Members of the homes appreciated getting the new quilts because their own quilts wear out from frequent use. The guidance counselor took some students to present the quilts to residents. These students experienced the impact of their project first hand. They saw the residents' eyes light up and heard their expressions of appreciation. The residents understood that middle school students care about them. Other recipients of the quilts were babies with HIV/AIDS and drug-related problems. The baby quilts were donated through the ABC Quilt Project. Students had little contact with that organization because it was not local.

> "We had several project partners. They included Lands' End, local nursing and residential homes, other community members who donated materials, and the ABC Quilt Project."

Structuring Reflection Opportunities

Students reflected on the project and discussed it while they constructed the quilts. They discussed the ways quilts are used and why quilts need to be sturdy. The teachers encouraged students to monitor their work habits and record them in daily logs. Department teams discussed and resolved problems that occurred during production. After the students completed their projects, they decided where each quilt would be donated.

Each student's final report yielded the best examples of written reflection. The teachers asked students to reflect on what they liked about the project. Without prompting, approximately twenty-five percent of the students said, "I liked how we made something for somebody else" or "Babies with AIDS and elderly people really need our help." Each student evaluated his or her own work habits through the use of a rubric. Lead workers checked the quality of work in the department and served as peer evaluators. Students completed a final report to prove that they had learned something through their involvement in the project.

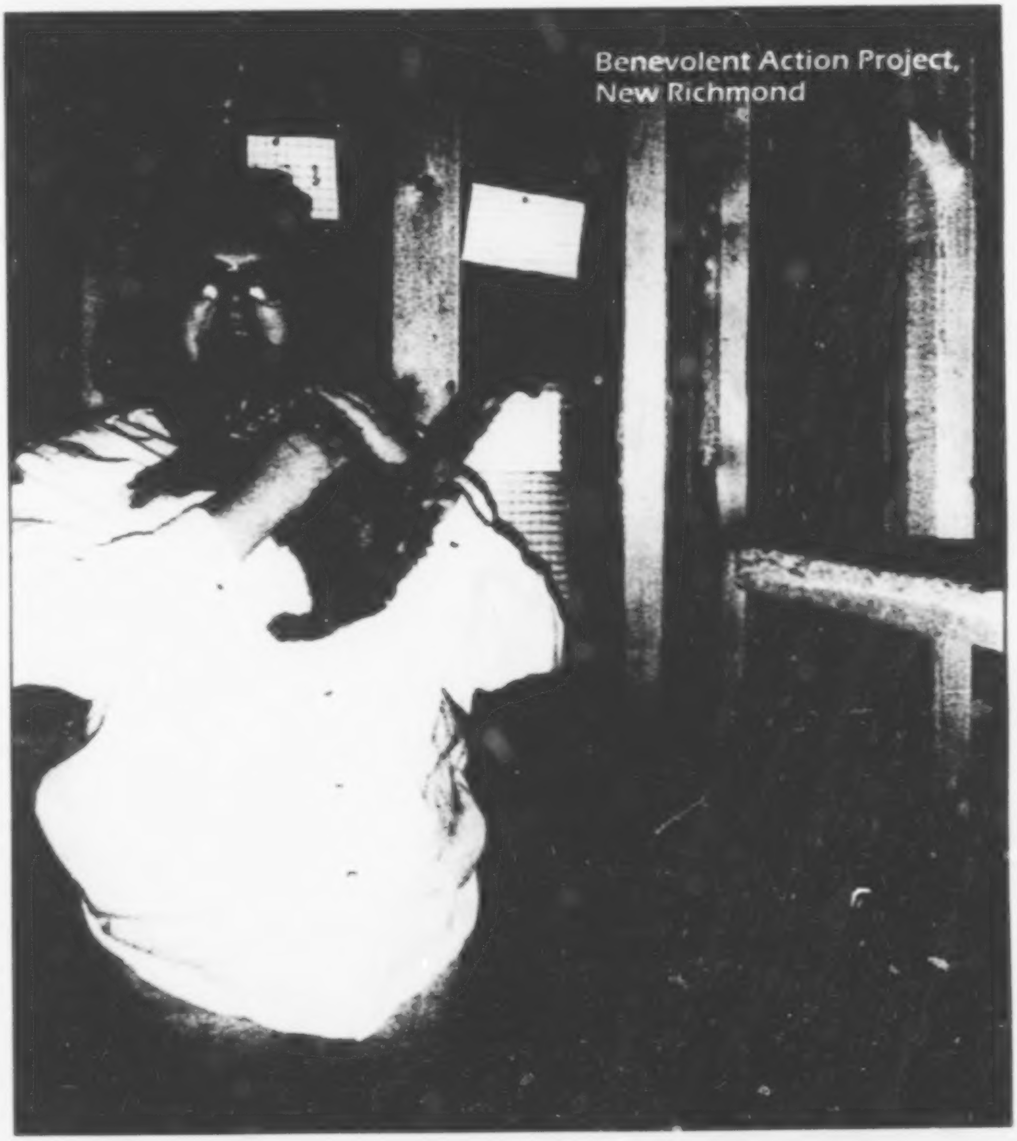
Creating Assessment Criteria

The teachers graded students on their work habits throughout the project in a variety of ways. Examples of assessment methods included teacher observation, peer review, self-assessment, and judgments about the quality of quilts. Student comments on the final reports indicated that they liked participating in the project, and saw the value of donating quilts to both the elderly and babies.

Learning from Experience

The same project was implemented each quarter. As teachers incorporated more service into the project, the benefits of service experience became increasingly clear to students. When seventh-grade students presented quilts to local nursing home residents, they also gained more insight into the meaning of service.

A teacher presented the quilt project to students in order to address a community need. The struggle is always finding enough time in a nine-week course for students to identify community needs that connect to exploratory family and consumer education as well as develop the knowledge and skills needed to complete the project.



Benevolent Action Project, New Richmond

The Curriculum Connections

Cited standards are in the Appendix

ENGLISH LANGUAGE ARTS
(See pages 102-108 in the Appendix)

Reading and Literature
A.8.3
A.8.4

Writing
B.8.1
B.8.2

Language
D.8.1
D.8.2

Media and Technology
E.8.1 through E.8.5

Research and Inquiry
F.8.1

FAMILY AND CONSUMER EDUCATION [illegible]
(See pages 110-113 in the Appendix)

The Family
A.1 through A.3

Practical Reasoning
B.1 through B.4

Family Action
C.1 through C.3

Personal and Social Responsibility
D.1 through D.5

Work of Family
E.4
E.5

Learning to Learn
F.1 through F.4

More Curriculum Connections [illegible]

Course Emphasis: English Language Arts, Information and Technology Literacy

Grade 8

Service-Learning Project:
Teens Against Teen Pregnancy Public Service Campaign
River Bluff Middle School
Stoughton, Wisconsin

Contact: Mark Mueller, Project Teacher/Facilitator

Project Profile

In the Teens Against Teen Pregnancy project eighth-grade students in a language arts class from River Bluff Middle School chose relevant community issues, including teen pregnancy and smoking prevention, and created public service announcements (PSAs) to raise peer and public awareness. Focusing on teen pregnancy, a group of six students from the class became immersed in the project and consequently wrote, designed, and later participated in the production of a public service campaign for television and print. Their PSA for television, *"Who Will Be Next?"* began airing statewide in May 1999 during Teen Pregnancy Prevention Month. At the same time, their companion print announcement, "2%", was widely circulated across Wisconsin. Projecting direct no-nonsense messages, the television script and print piece received first-place honors in a 1998 national contest, which was sponsored by the Kaiser Family Foundation, The National Campaign to Prevent Teen Pregnancy, and the Ad Council. In addition, the entire class participated in the development and design of print PSAs with anti-smoking and teen pregnancy prevention messages.

Making Curriculum Connections

The Teens Against Teen Pregnancy project was completed as an extension of an existing advertising and mass media unit within the language arts curriculum. Students learned how to target an audience, focus a message, and present that message in a persuasive and professional manner. The group of six students also learned advanced leadership skills, which were demonstrated by their self-motivation, perseverance, and ability to work collaboratively to accomplish goals.

The Teens Against Teen Pregnancy (TATP) project met many of Wisconsin's Model Academic Standards for performance in English Language Arts, and Information and Technology Literacy. As the project evolved, other standards also were met in Health Education, Social Studies, Family and Consumer Education, Visual Arts, and Technology Education. All standards are highlighted in the Curriculum Connections column.

Prepping for the Project

The TATP project began as an extension of a mass media unit involving students in one classroom, their teacher, and the support of teachers within the language arts block. The class was studying how advertisers manipulate language and imagery to persuade consumers.

Coincidentally, the teacher received notice of an NBC-sponsored contest inviting students to develop PSAs that communicated positive messages about teen pregnancy prevention. The teacher encouraged the entire class to participate as an extra-credit project. At the same time, he selected a group of six girls to work on the project as a challenging replacement for the regular curricular activities.

Because the project made natural connections to the curriculum, project planning was relatively easy for the teacher. When necessary, he used regular prep periods to plan; however, travel arrangements for field trips were made outside of school hours. The six students—a very cohesive and motivated group—spent two weeks building a knowledge base of the relevant issues surrounding teen pregnancy, which included researching facts and statistics on the internet; interviewing peers, teachers and other professionals; and establishing contacts with social agencies. The group became truly vested in the project—in fact, it was they who coined their cause: Teens Against Teen Pregnancy.

> "I gave the students time on their own to work on their self-directed project."

To supplement the class study of mass media, the teacher composed an advertising packet that is typically used during the unit. The material explores advertising terminology, persuasive techniques—"20 Ways Advertisers Attempt to Persuade Consumers," and concrete examples of ads that employ compelling forms of persuasion. The teacher also presents information on other media topics such as target audience analysis and commercial research. During the TATP project, students received instruction on the elements of layout and design, which every class member applied in the creation of print PSAs.

Project resources for information and funding were drawn from several areas. Using numerous Internet sites, the TATP group researched the base issue of teen pregnancy and sexually transmitted diseases. The on-line version of *U.S.A. Today* became a primary source. The group also reviewed samples of effective ad campaigns that they located on the Internet. Other resources included fellow students who were taking a telecommunications course offered at the middle school. The student-tutors shared practical knowledge on video production techniques. Teachers from family and consumer education as well as visual/computer arts provided valuable insight and technical advice. Project funding was obtained through a CESA 2 subgrant.

Designing a Meaningful Service

Students were meticulous in the approach taken to identify the most fitting themes for their PSA messages. Before canvassing their school community, students developed three surveys to discover the opinions of their specific audiences, which included teenage boys, teenage girls, and parent/concerned adults. Respondents were primarily seventh and eighth-grade students plus school parents, faculty and other adults within the community.

Through the survey, students uncovered useful peer perspectives and key areas to address on the issues of teen pregnancy and smoking prevention. Their goal was to develop several public service announcements that would feature the unique and relevant characteristics of each target audience and to influence the audience in a positive way.

More Curriculum Connections

HEALTH EDUCATION

(See pages 114-116 in the Appendix)

Health Promotion and Disease Prevention
A.8.1 through A.8.7

Healthy Behaviors
B.8.1
B.8.3 through B.8.6

Goal Setting and Decision Making
C.8.1 through C.8.4

Information and Services
D.8.1 through D.8.3
D.8.6

Culture, Media and Technology
E.8.1 through E.8.4

Communication
F.8.1 through F.8.3
F.8.5

Advocacy
G.8.1 through G.8.5

INFORMATION AND TECHNOLOGY LITERACY

(See pages 116-121 in the Appendix)

Media and Technology
A.8.1 through A.8.6

Information and Inquiry
B.8.1 through B.8.8

Independent Learning
C.8.1 through C.8.4

The Learning Community
D.8.1 through D.8.4

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography: People, Places, and Environments
A.8.7

The Behavioral Sciences: Individuals, Institutions, and Society
E.8.1
E.8.2
E.8.4 through E.8.8
E.8.10
E.8.13

More Curriculum Connections on next page

More Curriculum Connections

TECHNOLOGY EDUCATION

[See pages 133-134 in the Appendix]

Nature of Technology
A.8.4

Human Ingenuity
C.8.1

Impact of Technology
D.8.5

VISUAL ARTS

[See pages 134-135 in the Appendix]

Art History, Citizenship, and Environment
B.8.2
B.8.6
B.8.7

Visual Design and Production
C.8.1 through C.8.9

Practical Applications
D.8.5
D.8.6

Visual Communication and Expression
E.8.1 through E.8.5

Visual Media and Technology
F.8.1 through F.8.8

Art Criticism
G.8.1
G.8.4

Visual Thinking
H.8.6

Personal and Social Development
I.8.7

Visual Imagination and Creativity
L.8.1
L.8.5
L.8.6

> "By surveying fellow students and using introspection, the TATP group was able to identify community needs."

The teacher credited the Teens Against Teen Pregnancy students with planning, organizing and leading the project. Calling the process "entirely student self-directed," the teacher noted his main role was a combination of advisor, chauffeur, and coordinator insomuch as arranging for appointments and participating in meetings that require adult oversight.

Teenagers and their parents, both locally and nationally, have benefited from the PSAs on teen pregnancy prevention. The TATP group chose a major issue—one that directly affects their peers—and created informative, thought-provoking messages about the reality of teen parenthood. Without a doubt, the community has become a better place because its younger citizens tackled substantive issues that effect the long-term health and well-being of all community members.

Several private and public organizations were instrumental in helping the students bring the project to a successful completion. Those project partners include Planet Design, NBC-15, ProVideo, the Wisconsin Department of Health and Family Services, National Campaign to Prevent Teen Pregnancy, and Faye Rassmussen, a parent volunteer and former advertising agency executive.

Each partner made significant contributions of expertise, time, equipment or funding. As part of the process to evaluate the rough drafts of their PSAs, the Teens Against Teen Pregnancy group consulted with the president and senior members of Planet Design of Madison, a design and advertising firm. Planet designers helped fine tune the print announcements and the television scripts. The students also visited WMTV/NBC-15, the local Madison NBC affiliate, to meet with an independent projects producer who reworked their storyboards to make them more complete and easier to understand. After the Madison visit, the group revised and edited their work to arrive at the final draft stage.

Nearly a year later as high school students, the TATP group helped breathe life into their award-winning television script and print announcement. In collaboration with ProVideo, a Madison-based production company, the television PSA was videotaped and edited into its final broadcast form. The company employees donated valuable services and even cast the professional talent for the announcement. The Wisconsin Department of Health and Family Services funded production and duplication of the television PSA, which was distributed to all major markets throughout Wisconsin. The state agency also subsidized the printing of a 14-inch by 18-inch, full color direct mail PSA, which was used as the campaign poster.

The thirty-second television PSA, *"Who Will Be Next?"* portrays five girls, ages 13-18, seated in a room together. The voice-over states, "Two of five teenage girls will become pregnant by the time they are 20 years old." The voice pauses, then continues: "Who will be next? It could be you." The PSA, originally broadcast in May 1999, is still airing in some Wisconsin areas as of February 2000. It was broadcast by affiliates of all four networks during appropriate programming, such as "Party of Five."

TATP's print announcement struck a poignant chord as well with an effective visual display of the following message: "Meet Two Percent of the Children Born to Teenagers Every Year...Are *You* Ready?" Nearly 10,000 poster-size PSAs were printed for direct mail distribution, and hung in offices, hallways, waiting rooms and other locations where teenagers can typically be found. A variety of organizations displayed the poster including YMCAs, middle schools, high schools, medical clinics and a cross section of social organizations.

Structuring Reflection Opportunities

Reflection became a powerful tool at each phase of the project. Student-teacher discussions and information sharing were central to project completion. However, reflection took on greater significance because the TATP group was assimilating and applying an enormous amount of material under a real-world deadline. The teacher initiated frequent group check-ins, which provided opportunities for feedback, discussion, and prioritizing goals as students quickly moved forward.

As an initial part of the unit curriculum, the class searched for PSAs in magazines and newspapers. Students reflected on their examples and discussed the positive, negative and persuasive elements of each. These discussions prompted further reflection as students considered how their voices could be heard through PSAs. Once the project was underway, the teacher engaged the TATP group in daily reflection that involved verbal progress reporting in addition to writing and revising the announcements.

> "Constant process checks encouraged reflective thinking, especially around the trips to Madison when the group was at the rough draft stage of their PSAs."

After the project was submitted for contest consideration, reflection took on another important form: celebration! Students rejoiced in their award-winning efforts and evaluated their work with 20-20 vision. Project evaluation also called for students to "follow-up" with the various public agencies and private companies whose partnership made this Service-Learning activity a success.

Creating Assessment Criteria

The teacher considered several factors when determining student grades, which included meeting a set of established deadlines, creating professional quality work, and demonstrating solid effort and knowledge of the process. As the teacher noted, the most effective way to measure success was by constantly checking in with the students. These "check-ins" provided insights on how they felt about their product and how well they adapted to unplanned changes and challenges.

Learning from Experience

If the class were to undertake a similar project, the teacher would allow students to choose new topics rather than reprise the same topics.

> "Overall, [the project] was incredibly easy and positive for me, as I gave the students the three most important tools for success: time, encouragement, and freedom."

BEST COPY AVAILABLE

The Curriculum Connections

Cited standards are in the Appendix

ENGLISH LANGUAGE ARTS
(See pages 102-108 in the Appendix)

Reading and Literature
A.8.1
A.8.4

Writing
B.8.1
B.8.2

Media and Technology
E.8.1 through E.8.4

Research and Inquiry
F.8.1

FAMILY AND CONSUMER EDUCATION (Intermediate Level)
(See pages 110-113 in the Appendix)

The Family
A.1 through A.4

Family Action
C.3

Personal and Social Responsibility
D.1 through D.3
D.5

Work of the Family
E.2
E.4

Course Emphasis: Family and Consumer Education, English Language Arts

Grade 7

Service-Learning Project: **Benevolent Action**
New Richmond Middle School
New Richmond, Wisconsin

Contact: Dawn Schmokel, Project Teacher/Facilitator

Project Profile

At New Richmond Middle School, seventh-grade students are taking benevolent action to make the world a better place—and, they're getting the job done, project by project, through their family and consumer education class.

> "An important goal within the 'work of the family' curriculum is to teach children how to become contributing members of society and to view themselves as part of the larger social system."

The Benevolent Action project gives students a hands-on opportunity to improve their community and tackle global problems. Students select their own problem area, build upon their knowledge of the issue, design a plan of action, and implement the plan to remedy the problem or lessen its impact. All Benevolent Action projects are student-driven and operate under the following guidelines: brainstorm a list of world/community problems; choose a problem-related issue or topic of special interest; research the issue; write a description of the problem, citing research findings; develop an action plan; take actions to remedy the problem; and reflect upon project experiences. After completing the Service-Learning activity, each student composes a comprehensive project report that incorporates a teacher-designed rubric. Over the years, students have performed community services in a range of areas which include natural disasters, AIDS victims, poverty, animal rights, the environment, and even street safety. The open-ended nature of this ongoing project has promoted a variety of student-inspired services.

Making Curriculum Connections

Students learn many valuable lessons as a result of the Benevolent Action project. First and foremost, students learn that the "work of the family" extends beyond their doorsteps; consequently, as family members, they have an obligation and responsibility to take action to solve problems in their world and community. Students also learn that while they may not be able to solve the entire problem, they can make a difference for someone or something. Students understand that by acting collectively, people can create a significant impact. In addition to the technical skills involved in the research and writing process, students learn much about their topic area, community and the resources that are available to further the "work of the family." Students also may apply technical family and consumer education skills when performing the "Action" portion of their project. For example, a student may choose to hold a bake sale as a fundraiser in support of a cause that cannot be addressed in a more direct way.

The Benevolent Action project meets several of Wisconsin's Model Academic Standards for performance in Family and Consumer Education, and English Language Arts. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

Now in its tenth year, the Benevolent Action project is an important component of the seventh-grade Family and Consumer Education course, a required class for all students. The project is a classroom experience and oftentimes, by student design, may include out-of-classroom activities. The teacher's original planning process involved the development of project guidelines that continue to serve as a format for student participation.

> "Sometimes we learn best through example and modeling, in addition to experience and practice."

Students are prepared for this "open-ended project" through several activities. The class begins by brainstorming a list of current world problems and/or community needs. As an anecdotal reference, the teacher shares the "Starfish Story" and emphasizes its message: even though many problems seem overwhelming, "we can make a difference to this one." Following a discussion of the story line, students choose a problem or issue that is especially important to them. The teacher explains the project guidelines and her class tackles the work, one step at a time.

The original project format did not intentionally integrate grade levels or disciplines; however, over the years some students have made curricular connections in other subject areas. For example, one student combined the research and writing for a Benevolent Action project with a research assignment from a language arts class. Students have drawn from Spanish language connections when addressing issues such as poverty and natural disasters, which are evidenced in Central American countries.

While the primary project resources include time, energy and ingenuity, the students do rely on tangible resources available at school. Like a magnet, they are drawn to the Media Center and frequently work with the Media Center Specialist to research information for the description of their selected problem. Students take advantage of the computer lab to word process the final draft of their overall project report.

Occasionally class members will seek out additional resources to accomplish project goals. For example, one group wanted to replace trees that had been recently lost in a community park. To remedy the problem, the resourceful students solicited donations of seedlings from local nurseries and planted a grove of trees. When a project requires financial resources, a student's plan of action might include a fundraiser to purchase necessary project items or to directly support their cause through a monetary contribution.

Designing a Meaningful Service

Students identify many worthwhile community needs by simply using their own personal observations and experiences. Their insight has produced positive change in the lives of area residents. For example, one year when heavy rains flooded a community park, the "kids"—along with their teachers and parents—spent an entire day cleaning up debris and emptying out sand bags. Another concerned group of students took action in an attempt to improve road safety after two children were hit by a car. The students collected data that revealed the number of cars passing through an intersection over a period of time, and wrote to the city council and newspaper editor about their findings; this action gave city fathers reason to reflect. Students also identify needs by focusing on their own interests which may include the environment or issues affecting animals.

Since students determine their own issues, there will be several different Benevolent Action projects underway in any given class. Consequently, the students are directly responsible for creating their own plans for action. Those with a similar interest can band together in a small group; other students may individually pursue projects. Whether in small groups or as individuals, the teacher is always impressed by the way so many students step up to do something important.

> "With so many projects going on, I cannot be in charge of their work. Therefore, I have learned to sit back and be a resource person, allowing my students to take a leadership role in the planning and execution of their projects."

Over the years, a diverse group of people and critters have benefited from these Benevolent Action projects: AIDS babies were comforted with handmade quilts; flood victims were assisted in their clean-up efforts; animals at the Humane Society were walked, groomed, fed, and given loving care by the students or via student-raised funds; needy families were assisted by replenishing local food shelves; roadsides are cleaner through trash collection and disposal; and fewer animals have been subjected to laboratory testing as a result of letter-writing campaigns. The list of projects is endless. Project partners are numerous and vary according to the issues and action ideas that are chosen by the students. Each project breaks new ground for partnership possibilities.

Without a doubt, the teacher believes her students *are* making the community a better place. She sees it reflected in the community's growing culture of kindness, which promotes helping others and taking actions that make a difference. In many cases, students are role-models for other groups. Students also have a sense of empowerment in knowing that they *can* contribute, which is new for many them. This feeling consistently appears in their final reflections. The experience has taught students that even though they may not be able to solve the entire problem, they *can* effect positive change and make a difference. This realization is new for many students, too!

Structuring Reflection Opportunities

Before the project begins, sharing stories with the students encourages reflective thinking. The Giving Tree by Shel Silverstein is a wonderful example of the benefits of giving to the giver. "And the tree was happy." This line is repeated throughout the story and provides a good springboard for discussion. Why was the tree happy? What do you think of the boy in the story?

Brainstorming a list of world problems and discussing the starfish story also generates food for thought. In the story, a man is throwing starfish back into the ocean so the sea creatures will not dry out and die when the sun comes up. Another person comes along saying that there are so many starfish on the beach, "you can't possibly think that you can make a difference." The first guy picks up and tosses yet another starfish while replying, "It made a difference to that one!" Using the story message, students discuss the importance of keeping perspective when dealing with overwhelming problems. Just like saving the starfish, every little bit helps and "can make a difference to this one."

When the project nears completion, the students are asked to compose written reflections. One section of their final report requires thoughtful responses to the following questions: How did you feel about doing this work? What did you learn as a result of this project about the issue? About the world? About yourself? What are your beliefs about each person's responsibility to make a difference in the world? Why do you think that some people do not volunteer to help improve our world? What are some closing/concluding thoughts regarding your work and this project?

Creating Assessment Criteria

Grades for students are determined by a rubric, of sorts. The teacher has developed a "Benevolent Action Project—Grading Checklist" which provides directions and grading criteria (with possible points) for each step of the project. Students are successful if they complete the *technical* aspects of the project (taking action of some sort), fulfill the *communicative* requirement (the written report), and evidence *reflective* thinking (thoughtfully written responses).

Learning from Experience

The Benevolent Action project is easy to connect to the Family and Consumer Education curriculum. According to the teacher, it is through families that individuals learn about themselves and their beliefs. Families are not only affected by social concerns, but tend to be the perpetuators of many societal problems. Therefore, it is only natural that students learn to take action in the context of the study of the work of the family.

The teacher's experiences have been overwhelmingly positive during this ongoing Service-Learning project. Parents and community members are very supportive in both words and deeds. Even the kids say they are really glad that the class participated in the project work; however, they did not start out feeling this way! Remembering that anything worthwhile is not easily obtained, the teacher acknowledges that an activity as open-ended as the Benevolent Action project can lead to complex situations. For example, some students want to address controversial issues such as abortion, animal rights, the environment, and politics—all of which have the potential for conflict.

> "I do not always agree with my students' views, but I am respectful of them. Sometimes I find myself voicing views on subjects that differ from those of parents. However, I think it is important for kids to have a role model who takes moral or ethical stands. Our concern with offending others does perpetuate many wrongs in our society."

> *"Having identified the garden project, the students began to research plant selection. It made good sense to seek the help of a professional gardener. Consequently, the groundskeeper from the University of Wisconsin-Stout visited our classroom to share his colorful slides and strategies."*
>
> Dianne Dummer, Teacher
> Tiffany Creek Elementary School
> Boyceville, Wisconsin

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Course Emphasis: English Language Arts, Science, and Social Studies

Grade 6

Service-Learning Project: **Wetland with Prairie Buffer**
Gaylord A. Nelson Educational Center
Clear Lake, Wisconsin

Contacts: Mary Schieffer and Sue Jungerberg,
Project Teachers/Facilitators

Project Profile

The Wetland with Prairie Buffer project was organized by the guidance counselor, Sue Jungerberg, through the guidance program at Gaylord A. Nelson Educational Center. Students in sixth grade chose the project after Mary Schieffer, an environmental educator, shared the idea about the prairie. The prairie project provided a meaningful opportunity for the students and school to honor Senator Gaylord A. Nelson, Earth Day founder, who is also from Clear Lake. The prairie would serve as an extension of their classrooms. In addition, the whole community would enjoy the prairie as a peaceful place to visit or have a picnic.

> "The project goal was to create a home for wildlife by building a pond and a prairie with wildflowers and prairie grasses next to our school."

During the course of this project, the students made many phone calls, wrote business and personal letters, gathered information, gave several presentations, created lists of questions, and interviewed experts. After many experts responded to student questions, the scale of the project mushroomed. In its final stages, the students and teachers created a sediment pond to detain pollutants that flowed into the area via the road. The land was excavated to allow the sediment pond to flow into a wetland area, through a burn, into a wildlife pond and wetland area, and finally, through a rock spillway. In addition, the students and teachers created a prairie buffer around the entire area where they planted prairie wildflowers and grasses valued at $1,000.

The Service-Learning students also wrote to Gaylord Nelson. He spoke to the entire elementary school community during the planting day celebration. On that special day, every student in the school planted flowers on the prairie.

Making Curriculum Connections

- Students wrote letters and made phone calls to gain support and gather information for the project. They studied native Wisconsin wildflowers, learned about preparing land for planting and how to plant wildflower plugs, and also developed maps of the area. Students presented information to the Village Board; consequently, learning how city meetings are conducted. The art students designed presentation visuals as well as flyers, which were used to help notify the community of their presentation.

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix.)

Reading and Literature
A.8.1
A.8.4

Writing
B.8.1 through B.8.3

Oral Language
C.8.1 through C.8.3

Language
D.8.1

Media and Technology
E.8.1 through E.8.3

Research and Inquiry
F.8.1

SCIENCE

(See pages 127-129 in the Appendix.)

Life and Environmental Science
Populations and Ecosystems
F.8.8

Diversity and Adaptations of Organisms
F.8.9

Science in Social and Personal Perspectives
H.8.2

SOCIAL STUDIES

(See pages 129-137 in the Appendix.)

Geography: People, Places and Environments
A.8.4

Political Science and Citizenship: Power, Authority, Governance, and Responsibility
C.8.8

Economics: Production, Distribution, Exchange, Consumption
D.8.11

The Behavioral Sciences: Individuals, Institutions, and Society
E.8.4
E.8.12

The Wetland with Prairie Buffer project met several of Wisconsin's Model Academic Standards for performance in English Language Arts, Science, and Social Studies. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

The two teachers coordinated the project for the entire year. However, the building principal, every regular education teacher in the school, two specialists, four teacher aides, the custodians, and the bus drivers became involved toward the completion of the project. The two lead teachers prepared for the project during the fifteen-minute morning recess and lunch hour. The Service-Learning group began with twelve sixth-grade students and ended with eight who were from all three of the sixth-grade classrooms.

The initial resource was a youth Service-Learning grant, but more people volunteered resources when the students wrote letters, made phone calls and spoke to possible presenters. The Wisconsin Department of Natural Resources (WDNR), the United States Fish and Wildlife Service of New Richmond, the Prairie Enthusiasts of Polk and St. Croix Counties, Wal-Mart, the Clear Lake School District, and the Clear Lake Village Board provided most of the resources for the project.

> "The advisors learned that when students make phone calls, people want to help."

When students applied for the youth Service-Learning grant, they listed the steps they would take to achieve their five goals. The students used the following method to work toward each goal: brainstormed the steps to achieve the goal, wrote up the actions, and created a timeline of the steps. When a goal was completed, the group had a party to celebrate their hard work and accomplishment.

Designing a Meaningful Service

The students selected this project because the area of land had not been maintained; the site was a polluted eyesore. When the students researched the history of the area, they discovered the land was formerly a lake, which was drained almost 100 years ago. They felt that this background provided more reason to restore the area as a wildlife habitat.

The students were truly involved in this community service event and demonstrated leadership in several ways. First and foremost, they chose the project and created their own plan for the area by calling experts, asking questions, gathering information, and making decisions that were based on the information they had received. Once the students developed a plan, they presented it to the Village Board and requested permission to use the village-owned land for their project. To visualize their plan, the students made a map of the land and created a flip-chart timeline of the actions that were necessary to complete the project. They also displayed leadership skills by introducing Gaylord Nelson, the guest speaker for planting day. Students wrote and read their own introduction speeches. The school, the community and its wildlife benefited from their efforts.

> "The students showed leadership within our school as they organized this project and gave seventeen classroom presentations to inform the school of their project."

Structuring Reflection Opportunities

Teachers and students used reflection time to talk about progress and problems. During their parties, they reflected on what had been accomplished and how they were doing. Problems were addressed through group discussion. One difficulty involved students not showing up to work, but still wanting to participate with the speakers, field trips and parties. Also, some students contributed more to the project than other students. This led to frequent conflicts between students and hampered working relationships. The group accomplished a great deal but experienced many personality conflicts. Their interpersonal skills were constantly being challenged. Teachers and students tried to process the experiences by discussing how everyone felt they were doing and what could be done better.

> "We used the student evaluation form sent to us by the grant coordinator from Cooperative Educational Service Agency 11."

Creating Assessment Criteria

Grades were not given for this project. The teachers felt the students' reward was more of a personal feeling of empowerment. Students seemed to appreciate what they could accomplish with phone calls, research, hard work and presentations. The school recognized their work on award day when students were given a tee-shirt and certificate of achievement.

Success came in various forms. For example, a student's mother said, "My daughter really wants to come to school now. It's great!" A father said, "My daughter is so proud of the Prairie Project that she talks about it all the time." A teacher commented, "It really helped the members of the group gain self confidence." A neighbor stated, "We love to watch the kids out here working." These girls were proud each time they successfully accomplished a difficult part of the project.

Learning from Experience

The teachers struggled with interpersonal conflicts among students. Some students occasionally chose not to attend meetings; other students thought that this was unfair. As a result, the group decided when a student did not attend meetings related to achieving one of the project goals, the student would not be allowed to attend the party in celebration of that accomplishment.

> "Reflection was taking place on an ongoing basis as we continually processed the fairness issue."

Project growth contributed to other challenges as well. Students were learning faster than they could be evaluated because they were accomplishing so much in such a short time. In terms of traditional assessment, the teachers had the products of student work: letters, posters, maps, speeches, timelines, phone calls, speaker questions, research, written notes and the status of the prairie itself. As the project evolved, the amount of work grew particularly when the community began to get involved with planning. The Service-Learning activity went from a simple plan for tilling the land and planting wildflower seeds to a multipurpose, large-scale project.

In the future, the teachers will try to control the scale of the project, provide more reflection opportunities including written reflection, and make goals small and achievable. They will continue to celebrate with parties at the completion of each goal. To help maintain student involvement, the teachers will attempt to follow through with those students who move to another building or grade level.

Child Care Services Project, Sun Prairie

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS

{See pages 102-108 in the Appendix}

Writing
B.4.1 through B.4.3

Media and Technology
E.4.1 through E.4.4

HEALTH EDUCATION

{See pages 114-116 in the Appendix}

Health Promotion and Disease Prevention
A.4.1 through A.4.3

Healthy Behaviors
B.4.1
B.4.2
B.4.4

Goal Setting and Decision Making
C.4.1
C.4.3
C.4.4

Information and Services
D.4.3
D.4.4

Culture, Media, and Technology
E.4.2
E.4.4

Communication
F.4.2
F.4.3

Advocacy
G.4.2 through G.4.4

SCIENCE

{See pages 127-129 in the Appendix}

Science Connections
A.4.1
A.4.2
A.4.5

Life and Environmental Science
F.4.1

Science in Social and Personal Perspectives
H.4.3

More Curriculum Connections on next page

Course Emphasis: Integrated English Language Arts, Science, Health Education, and Social Studies

Grades K-6

Service-Learning Project:
Family and Community Nutrition Issues
Lincoln Elementary School
West Allis, Wisconsin

Contact: Mary Ellen Oberg, Project Teacher/Facilitator

Project Profile

The Family and Community Nutrition Issues project was chosen to address the dietary needs of the Lincoln Elementary School population. The goal was to teach the students, families and staff of Lincoln Elementary School the importance of good nutrition and a healthy life-style. In addition, the project included teaching good nutrition to homebound elderly people in West Allis and families in the neighborhood who needed economic assistance.

Students in each classroom learned a variety of nutrition information that they presented through a range of Service-Learning activities to residents of their community. Each class chose activities that were appropriate for its grade level. Some classes prepared food baskets; others conducted a food drive; and one class prepared and performed a play about nutrition. The older students wrote a cookbook and held a cook-off where they prepared nutritionally sound recipes.

> "We also hosted a wellness night that included physical education activities, cooking demonstrations, and a presentation of nutrition information by employees of the local hospital."

Making Curriculum Connections

Students learned that a balanced diet and exercise can improve their physical health. They also learned about the Food and Drug Administration (FDA) food pyramid and the amount of food that constitutes a daily serving. Families learned about planning their meals to include a variety of foods from the five major food groups.

> "As part of the social studies curriculum, students studied issues such as neighborhood and community health, homelessness, food pantry programs, and natural disasters."

The Family and Community Nutrition Issues project met many of Wisconsin's Model Academic Standards for performance in English Language Arts, Science, Health Education, and Social Studies. Those standards are highlighted in The Curriculum Connections column.

Prepping for the Project

Family and Community Nutrition was a multiple-grade project. Fourteen teachers during the second faculty meeting of the month discussed the nutrition theme. In preparation for the project, students read nutrition materials that were produced by University of Wisconsin-Extension. They also learned about nutrition during assemblies that were sponsored by local hospitals. Classroom teachers and students brainstormed for ways to use their knowledge to help the community. Grade-level classes determined their own projects. Local community organizations donated resources.

Designing a Meaningful Service

Students learned about the community by reading the newspaper and watching television. Increasing their local awareness enabled the students to identify a community need. They became project owners by deciding who would receive their recently-learned information. Topics for teaching included the basic food groups, nutrients the body needs, and how to be physically healthy. Some classes prepared meals that were nutritionally complete; junk or salty foods were not used. Kindergarten students focused on family nutrition and snacks.

Students, teachers, families, elderly people in West Allis and the entire community benefited from the projects. A West Allis cable station broadcast a documentary of one of the projects. Partners involved in this project were West Allis Hospital, Manitowoc Ovens, Boston Store, Children's Hospital, Colders, Wal-Mart, Target, West Allis Chamber of Commerce, University of Wisconsin-Extension, and Cooperative Educational Service Agency (CESA) 1.

Structuring Reflection Opportunities

Students discussed nutrition issues with their teachers and with experts in the field. Students wrote letters to recipients of the various food drives and shared their responses with the class. Parts of these activities were captured on a video that was broadcast by the cable station.

Creating Assessment Criteria

Teachers determined grades that were based on the quality of the student's finished work. When a student wrote a letter, he or she had to use correct grammar and punctuation. The third-grade health and science class was tested on what they had learned. Teachers measured student success and growth through pretest and post-test surveys.

Learning from Experience

Service-Learning was a wonderful experience. There were no problems connecting the project to the curriculum. Teachers have used thematic approaches for years. The chief struggle was trying to keep all teachers as part of the team. Next time, the teacher would target specific grade levels and not expect participation from every class in the school.

More Curriculum Connections

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography: People, Places, and Environments

A.4.7

Economics: Production, Distribution, Exchange, Consumption

D.4.7

The Behavioral Sciences: Individuals, Institutions, and Society

E.4.4

E.4.10

E.4.15

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS

(See pages 102-108 in the Appendix.)

Reading and Literature
A.8.1
A.8.2
A.8.4

Writing
B.8.1

Oral Language
C.8.1 through C.8.3

HEALTH EDUCATION

(See pages 114-116 in the Appendix.)

Communication
F.8.3
F.8.4

SOCIAL STUDIES

(See pages 129-132 in the Appendix.)

History, Time, Continuity and Change
B.8.1

Course Emphasis: English Language Arts, Health Education, and Social Studies

Grade 5

Service-Learning Project:
Intergenerational Program with Nursing Home Residents
Great Lakes Elementary School
Superior, Wisconsin

Contact: Tom Strewler, Project Teacher/Facilitator

Project Profile

During the three-year Intergenerational Nursing Home project, fifth-grade students from Great Lakes Elementary School engaged elderly dementia victims in a series of stimulating and entertaining activities. The monthly student visits to St. Francis Home South were designed to provide regular social contact, mental exercise, and interaction opportunities for the residents who suffered from Alzheimer's Disease and other forms of dementia. The students and residents participated cooperatively in a variety of student-planned activities including craft projects and sing-alongs. Music became a significant part of this project, which also fostered interaction and positive relationships between the students and residents.

Making Curriculum Connections

The Intergenerational project prompted student learning and led to discovery in several areas. Students learned about dementia—especially Alzheimer's Disease—why it occurs, and how to help its victims lead fuller lives. Students also learned traditional American music selections, many of which were new to the fifth-grade class members. Student leadership opportunities also initiated important learning experiences, as each student became responsible for specific tasks and responsibilities during the course of the project. Curriculum connections occurred in classroom discussions about the health issues of the aged as compared to those of the students. Further connections were made when students read literature that focused on relationships with the elderly, for example *War with Grandpa*. Through casual conversation, some students learned about the individual histories of the nursing home residents, which complemented the social studies curriculum in the context of history and time.

The Intergeneration Nursing Home project met several of Wisconsin's Model Academic Standards for performance in English Language Arts, Health Education, and Social Studies. Those standards are highlighted in the Curriculum Connections column.

Prepping for the Project

The Intergenerational project was a multi-discipline experience involving one teacher and his class of fifth-grade students over a three-year period. A majority of the teacher's planning time took place after school hours and occasionally during prep periods. Class time also was used to ensure student involvement with planning.

Students were prepared for the project through a range of methods. In the curricular area, students participated in reading, health, and social studies assignments that provided a knowledge base for the types of elderly issues that were relevant to the project. Students viewed and discussed a videotape production about Alzheimer's Disease, which was obtained through the state foundation for Alzheimer's Disease This organization also furnished classroom activities to further familiarize students with the disease. In addition, the nursing home activity director gave several in-class presentations to help students plan and prepare for their visits with the residents. Project funding was obtained through two primary sources: district Chapter II mini-grants, and a grant from a local company's foundation.

Designing a Meaningful Service

The project was undertaken as a response to a community need that was identified by another teacher via a community contact. The students wanted to participate and were eager to become involved in the project. To obtain background information, the class began assessing the general needs of nursing homes and elderly residents. Many students had experiences to share because their grandparents were in similar situations. To acquire more information, students suggested the idea of inviting the activity director to their classroom for an initial presentation. Consequently, students were able to help plan their visits with the elderly, as well as assist with the coordination and selection of activities.

> "The class was eager to become involved and took action to establish contacts with the nursing home."

The students enjoyed each opportunity to visit the nursing home and interact with its residents. They engaged the elderly through a variety of craft projects, group sing-alongs and socialization at snack time. Working together, students and residents stitched three different quilts, which featured student art and hung in the common area of each pod (resident quarters) of the nursing home. Other craft activities included smaller projects, such as making several kinds of Christmas and room ornaments.

Music and the very popular sing-alongs were an important part of each visit. Students were enthusiastic to learn and prepare a roster of old-time, favorite songs. Working with the school music specialist, they learned and rehearsed many selections such as *By the Light of the Silvery Moon*, *Bicycle Built for Two*, and *You Are My Sunshine*. During the student visits, residents looked forward to and took delight in singing songs that were familiar, happy tunes.

The teacher was pleased when students initiated change and improvised on project activities. They pursued their own innovative ideas, which extended the project in positive ways. Some students played instruments for the musical portion of the visits. Moreover, it was the students who suggested the quilt-making project; an activity that was met by the residents' enthusiastic approval.

The project also afforded many opportunities for students to demonstrate leadership and responsibility. Students chose key roles that were rotated among them for each visit. Examples of specific roles and tasks included the following: escorting the residents to the gathering area, choosing the song selections, leading the sing-along, and assisting the staff in distributing the treats and beverages.

While creating a positive experience for all those that became involved, the chief beneficiaries of the Intergenerational project were first and foremost the nursing home residents. The project provided a real service to the elderly recipients whose lives were enriched through the students' stimulating activities and social interactions. The residents looked forward to the monthly visits; in fact, it was commonplace for some to come early to the gathering area as insurance against missing the student visitors. Other beneficiaries were the parent-volunteers who helped to chaperone the field trips to the nursing home. They enjoyed witnessing the interactions between their students and the residents, and were impressed by student maturity and leadership in this unique situation and setting. The nursing home staff also benefited from the students' monthly assistance in conducting special activities and giving individual attention to the residents.

The project partners were Great Lakes Elementary School and the nursing home, St. Francis Home South. This partnership produced uplifting experiences and a nurturing environment for the residents. The school and surrounding community became better places because of the worthwhile values that were expressed through the spirit and accomplishments of this Service-Learning project.

Structuring Reflection Opportunities

Reflection was key to the successful culmination of the project. The teacher integrated reflection into the preparation phase of the project through student discussion, classroom assignments related to issues of the aged, and the actual planning of the specific intergenerational activities. A time to reflect also became a regular classroom experience that followed every nursing home visit.

Students were provided three avenues for reflection: journal writing, class discussion, and visual arts expression. While all methods were effective, the reflective use of visual arts proved to be an excellent way to encourage student thinking and communication. The teacher set the parameters for the artwork by asking a question and the students "drew" their responses. Examples of questions included: "What would you choose to do if you could take out a resident for the day?" and "What is your favorite activity that we've done so far in this project?"

Project evaluation was ongoing and also became an exercise in reflection. Students were asked critical thinking questions relating to project progress and their answers demonstrated thoughtful solutions. In addition, students completed an evaluation survey at the project's conclusion. Their answers helped to determine the value of the relationship between student and resident.

Creating Assessment Criteria

The project itself was not a graded activity; however, the curricular connections were assessed by a variety of methods. Student success was measured through pre-and post-project surveys that identified student attitudes and knowledge of the issues as related to aging and nursing homes.

> "Student success was determined by how well the residents' needs, and those of the nursing home, were met during the course of the project."

Learning from Experience

While implementing the Intergenerational project, the teacher found that many of the key components of Service-Learning were easily incorporated. Once the community need was identified, project ownership was not an issue for the students. They demonstrated interest and were willing to take on the project. Several students were able to help pinpoint other needs that their class could meet. The teacher's two-prong approach to assessment of student learning was problem-free as well. Academically the students were assessed on the related curricular connections from each discipline. Project success also was another criterion used to assess student learning.

> "Ties to the curriculum were easily adapted because the literature, health, and social studies pieces were already in place."

In future projects, the teacher plans to have the students participate in a more formal need assessment and then work on project design. Another important goal is to have the project drive curriculum versus having curriculum drive the project.

Course Emphasis: English Language Arts

Grades 4-5

Service-Learning Project: **Peace Park**
Purdy Elementary School
Fort Atkinson, Wisconsin

Contact: Roger Goppelt, School Social Worker/Project Facilitator

Project Profile

To honor peace heroes and the peaceful resolution of conflict, fourth- and fifth-grade students at Purdy Elementary School developed a Peace Park area within a local community park. The Peace Park setting consists of a bench, small garden, and a rock featuring an inscribed poem that was written by one of the students. In addition, students prepared peace hero reports that they presented during a community celebration and dedication of the project.

Making Curriculum Connections

During guidance classes, students learned specific conflict resolution and anger management techniques. They also learned and applied important research skills during IMC classes, which included the use of the Internet and other media resources. Using their new knowledge and skills, students selected peace heroes and wrote reports about them in cooperative groups. The presentation of those reports at the community celebration provided positive opportunities for students to enhance their oral communication skills.

> "Students learned about peace hero ideals and methods for managing conflict."

The Peace Park project met many of Wisconsin's Model Academic Standards for performance in English Language Arts. Those standards are highlighted in the Curriculum Connections column.

Prepping for the Project

The Peace Park project was a classroom experience involving multiple grades. A team of school faculty members, which consisted of two teachers, IMC director, psychologist, and social worker, facilitated planning and instruction. The team met during the school day, and occasionally on its own time following school dismissal. Planning time was built into the original Service-Learning grant.

To prepare for the project, students participated in brainstorming sessions concerning peace topics. Students thought about people of peace and brainstormed a list of individuals that they felt were heroes. The students discussed various aspects of the project during their regular classes in guidance, IMC, and language arts block.

Project resources included donations of time by the Fort Atkinson City Parks Department and an individual member of the community. A local business contributed the rock that became a significant part of the Peace Park area. Financial resources were obtained through a Service-Learning grant and the local school district.

Designing a Meaningful Service

The project staff determined the community need after reviewing the survey results from the 1997 Jefferson County Search Institute.

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS
[See pages 102-108 in the Appendix]

Writing
B.4.1
B.4.2

Oral Language
C.4.1

Media and Technology
E.4.1

Based upon its findings, the staff identified an important school-community need: teaching and encouraging students to use nonviolent conflict resolution strategies. The students contributed to project planning by developing a small garden plan and producing the poem that appears on the rock located within the Peace Park.

Purdy Elementary School and Fort Atkinson Parks and Recreation department were the chief project partners. As a result of student efforts, the Fort Atkinson community has benefited by an improvement in the natural park environment as well as the creation of a meaningful memorial to the ideals of peace. The community is a better place because the Peace Park has enhanced the attractiveness of the park in general. Children can be found playing in the area; it also draws adults for further exploration and perhaps thoughtful meditation. The Service-Learning students have expressed a sense of accomplishment, which was publicly stated at the Peace Park celebration.

Structuring Reflection Opportunities

Many opportunities for reflection were provided through both verbal and written exercises that included classroom discussions, brainstorming, and the development of hero reports. Students reflected while working in their cooperative groups, researching and writing the reports, making daily journal entries, and participating in the community celebration. The students were given a forum to evaluate project activities through classroom discussions and also by listening/commenting on each other's hero reports.

Creating Assessment Criteria

Students were given a grade on their reports based on benchmarks for classroom participation and language arts skills that had been previously determined by their classroom teachers. Student efforts were successful as measured by the quality of reports presented in class as well as at the community celebration. Indicators of success included the well-written research reports that met the teacher's benchmarks for language arts, and the students' sense of accomplishment as noted by their expressions and enthusiasm for the project.

Learning from Experience

Having worked with students on two Service-Learning projects, the school social worker believes the key challenge in elementary school involves the different maturity levels of students. While some students have internalized the value of community service—through experiences in family, church, boy scout, girl scout, and school settings—other students have not developed this value and require a great deal of attention and encouragement to participate. In general, students at the elementary level need a large amount of adult guidance and direction to take ownership of the Service-Learning process. Part of this problem can be attributed to the wide range of academic and social skills, which are scattered over different levels of proficiency and maturity.

By contrast, it is easy to implement the Service-Learning process in the areas of reflection and assessment. Incorporating reflection works well when it is considered part of the daily journal entries that are already required of the students. Reflecting on the activity through classroom discussion always is a productive exercise. In addition, assessing student learning is easily done when the students are aware that the project will be judged on the same criteria as other language arts projects. The identification of community needs is accomplished by the use of the county search institute survey.

Purdy Elementary School's Service-Learning projects are usually connected through the guidance and language arts curriculum. The social worker teaches classes on conflict resolution and the topics presented blend well with the idea of a Peace Park. The IMC director teaches research techniques as part of the regular curriculum. Developing a capstone research project, such as the hero report, helps motivate the students to use and expand their technology skills.

> *"The community participates in a strategic planning process, which has identified Service-Learning as one strategy to enhance student learning."*

In the future, the social worker would like to involve parents in writing essays about their own peace heroes. He also wants the students to be more involved in planting the designated park area. The timing of the academic year along with the unpredictability of weather can become problems when undertaking an environmental project. Developing a park plan that could be worked on at various times in the fall, early spring, and during a summer school class would create more opportunities for student involvement. Another change to be considered is limiting the number of students involved in the project. There have been a number of students whose behavior and maturity level interferes with other students' learning. During the last project, the staff chose to limit the participation of some of the students whose behavior disrupted class learning.

Course Emphasis: Science, English Language Arts, Mathematics, and Social Studies

Grade 2

Service-Learning Project: **Tiffany Creek Garden**
Tiffany Creek Elementary
Boyceville, Wisconsin

Contact: Dianne Dummer, Project Teacher/Facilitator

Project Profile

When students and their teacher conspire together, the results can be a colorful combination of knowledge and community service! Such was the case at Tiffany Creek Elementary School where a class of second-grade students and their teacher planned, designed, and planted a raised garden of flowering perennials and annuals, which they completed with the help of local partners. Now beautifying the front entrance of the school district office building, the garden has created a welcoming environment for the entire community to enjoy. In addition to producing the raised garden, students also captured the Service-Learning experience through a photo essay and recorded related project activities on videotape.

Making Curriculum Connections

During the Tiffany Creek Garden project, students learned about careers in horticulture; how plants grow, thrive, and reproduce under a variety of conditions; and how to plan, prepare and plant a garden. Students also implemented reasoning skills, measurement and diagramming concepts, and broadened their knowledge of mathematical relationships in a practical setting. To advance written communication skills, students composed summaries, evaluations, lists, letters and a photo essay. The second-graders practiced teamwork and learned its value by collaborating among themselves and with community members.

The Tiffany Creek Garden project met many of Wisconsin's Model Academic Standards for performance in Science, English Language Arts, Mathematics, and Social Studies. These standards are highlighted in the Curriculum Connections column.

Prepping for the Project

The Service-Learning project involved one classroom of second-grade students, their primary teacher, and the support of other faculty members. Instructional objectives were developed by the teacher, school guidance counselor and a student teacher, who met during prep periods and after school hours. The team also worked with art faculty on a related project that connected literature to garden artwork.

Enriching the existing curriculum directly influenced student preparation for the garden project. After studying a plant unit in science, the teacher and class set out on foot on a scouting mission: to discover and note where plants had been used to enhance the beauty of their own community. In addition, the visual arts teacher and those students

The Curriculum Connections

Cited standards are in the Appendix.

ENGLISH LANGUAGE ARTS
(See pages 102-108 in the Appendix)

Reading and Literature
A.4.2
A.4.4

Writing
B.4.1
B.4.2

Oral Language
C.4.1
C.4.2

MATHEMATICS
(See pages 122-124 in the Appendix)

Mathematical Processes
A.4.1
A.4.2

Geometry
C.4.1
C.4.3

Measurement
D.4.1
D.4.3

SCIENCE
(See pages 127-129 in the Appendix)

Science Connections
A.4.1

Nature of Science
B.4.1

Physical Science
D.4.1

Earth and Space Science
E.4.1

Life and Environmental Science
F.4.1 through F.4.3

Science Applications
G.4.1
G.4.2

Science and Social and Personal Perspectives
H.4.3

More Curriculum Connections on next page

creatively explored the plant theme by reading *Linnea in Monet's Garden*, a picture book, and then recreating their own inspired versions.

To supplement a growing interest in plants and horticulture, the class took field trips to Como Park Conservatory and Linder's Greenhouse and Nurseries both located in St. Paul, Minnesota. Students were captivated as they witnessed the many jobs involved in raising plants on such a large scale and how non-native plants are nurtured and maintained. While visiting the greenhouse, the students observed computerized water systems, soil mixing, and employees at work re-potting and sculpting plants.

> "These were far greater learning experiences than could be accomplished by observing plants under the classroom grow light."

Student preparation continued during group guidance class as they discussed the meaning of community and its special characteristics. The class was asked to brainstorm what they liked and disliked about their own community. This process lead to student identification of community needs as well as its resources.

Project resources included generous contributions of time, materials and funds. The raised garden bed was constructed by students in the agricultural education class at Boyceville High School. Canna and dahlia bulbs were donated by a gardener from the University of Wisconsin-Stout. Another community member contributed rich garden soil. Parent volunteers, who were key to the success of the project, provided materials, transportation, and hands-on assistance with the garden work. The project was funded by a Service-Learning grant of $1,000, which was awarded through the National and Community Services Act. In addition, the school district matched the grant with in-kind contributions.

Designing a Meaningful Service

After thoughtful discussion and brainstorming, the students composed a short paragraph explaining their project ideas and how they would contribute to the project. The class also wrote about the importance of changing the look of the school grounds to make it a more welcoming and pleasant place to visit. The previously mentioned walking tour of the community was the project catalyst. Students and teacher saw the possibilities and were eager to develop the basic plan for a raised garden.

Having identified the garden project, the students began to research plant selection. It made good sense to seek the help of a professional gardener, too! Consequently, the groundskeeper from the University of Wisconsin-Stout visited the classroom to share his colorful slides and strategies. He taught students about mixing flower colors and varieties as well as those plants that are best suited for the area. Soon the students' garden diagrams became a reality with the breaking of ground followed by the "kick-off" planting of tulips, which popped through the ground in early April.

Each spring, as the garden comes to life, the entire community of Boyceville is reminded of the students' successful completion of a project that benefits everyone.

More Curriculum Connections

SOCIAL STUDIES

(See pages 129-132 in the Appendix)

Geography: People, Places, and Environments

A.4.5

A.4.7

History: Time, Continuity, and Change

B.4.9

Political Science and Citizenship: Power, Authority, Governance, and Responsibility

C.4.1

> "All community members enjoy the changes in the garden as well as its beauty—even a garden spider calls it home!"

The students also are proud of their success, which continues to beautify their community and spark positive comments from its residents and school staff. Project success is shared by a supportive group of partners including the University of Wisconsin-Stout, Tiffany Creek Elementary teachers, staff and parent volunteers, and the Boyceville High School agriculture class.

Structuring Reflection Opportunities

The second-grade students demonstrated reflective thinking both verbally and in written form. Their teacher and guidance counselor encouraged class discussion through brainstorming sessions and group list-making, two effective methods for soliciting student input.

> "We brainstormed the pros and cons of our project before and after its completion."

Opportunities for written reflection revealed student enthusiasm, interest and project ownership. Students wrote in their journals on a number of topics such as most interesting activities, most rewarding experiences, most difficult tasks, and what they would do differently next time. Throughout the project, the class maintained a photo scrapbook with student-coined captions. Post project reflections included student written thank-you letters and summaries that identified their project "likes" as well as what they had learned through this Service-Learning experience.

> "I LEARNED:
> Teamwork
> Planning
> Plants make their own food!
> They need soil, water, air and sunlight.
> Plants grow from seeds, cuttings and roots.
> Plants need different climates and conditions.
> We can use our imaginations to create beauty."
>
> "I LIKED:
> Getting dirty!
> Pulling weeds!
> Visiting the conservatory and greenhouse!
> The flowers and the garden spider that lived there!
> Reading about Monet's garden and making our own."

To evaluate the project, students informally surveyed their family members and friends. The teacher liked polling a "safe audience," which allowed students to talk freely about their project and practice speaking skills. The class also used written evaluation to communicate how they would change the project in the future.

Creating Assessment Criteria

The teacher evaluated student progress through classroom observation, journal entries, and criterion test results. She allowed for several alternate modalities of expression in reflection activities. Examples included—but were not limited to—artwork, video production, and organizing a photo essay. According to the teacher, judging student success was easy because the project was well done, plus the class demonstrated such joy and pride in realizing their goals through teamwork. Students wanted to know "What's next?!"

Learning from Experience

Students enjoyed all activities related to the garden project. At times it was difficult for them to verbalize and write about their goals. They needed support at this grade level for those concerns. However, student energy was endless! They had no problem taking ownership of the project.

> "I hope to continue this project and expand it to a butterfly garden."

Appendix

Contents of Appendix

Wisconsin's Model Academic Standards for:

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Physical Education 126
Science 127
Social Studies 129
Technology Education 133
Visual Arts 134

A Note about Wisconsin Model Academic Standards Included in this Publication.

The Standards listed in this publication are only those that relate to the projects in this book. All the standards cited in each project are listed in this Appendix.

Complete standards in all the subject areas are available on the DPI web site: www.dpi.state.wi.us/dpi/standards/. To purchase the standards in booklet form or on a CD call Publication Sales at 800-243-8782, Monday through Friday between 8-4 CST, or visit the DPI's online publication sales catalog at www.dpi.state.wi.us/pubsales.

The complete standards publications contain information on the definition and development of the standards as well as suggestions for using the standards, relating the standards to all students, applying the standards across the curriculum, and much more.

Wisconsin's Model Academic Standards for Agricultural Education

A. GLOBAL AGRICULTURAL SYSTEMS

PERFORMANCE STANDARDS

By the end of grade 12 agricultural education students will

A.9-12.1 Engage in applied learning experiences that incorporate global agricultural principles

A.9-12.3 Participate actively in community service

B. TECHNOLOGY/INFORMATION

PERFORMANCE STANDARDS

By the end of grade 12 agricultural students will

B.9-12.3 Participate actively in community service

C. LEADERSHIP

PERFORMANCE STANDARDS

By the end of grade 12 students will

C.12.2 Practice skills relating to communication, problem-solving, and decision-making through individual, group, and team processes

- demonstrate the goal-setting process
- demonstrate the relationship between communication and leadership
- identify ways to adapt individual communication style to various situations
- employ strategies to improve listening, reading, writing, speaking, and nonverbal communication
- participate in a public presentation

By the end of grade 12 agricultural students will

C.9-12.1 Engage in applied learning experiences that require using leadership techniques

C.9-12.3 Participate actively in community service

D. AGRISCIENCE/PRODUCTION

PERFORMANCE STANDARDS

By the end of grade 12 agricultural students will

D.9-12.3 Participate actively in community service

E. ECOLOGY/ENVIRONMENT

PERFORMANCE STANDARDS

By the end of grade 12 students will

E.12.2 Analyze benefits, costs, and consequences of land use

- determine the potential land use for the following using soil maps: food and fiber production; residential, commercial, and industrial development; and, transportation rights-of-way
- compare and contrast economic and recreational benefits of land use
- explain, design, and demonstrate projects that can improve wildlife habitat

By the end of grade 12 agricultural students will

E.9-12.1 Engage in applied learning opportunities emphasizing ecological and environmental principles

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Wisconsin's Model Academic Standards for Business

A. COMMUNICATIONS

By the end of grade 12 students will

WRITTEN COMMUNICATIONS

A.12.1 Use a variety of references and resources (electronic and printed) for the purpose of writing business documents

A.12.2 Produce technical writing such as memos, forms, instructions, letters, and resumes for appropriate audiences

A.12.3 Write formal and informal reports supported by appropriate graphic aids

A.12.4 Analyze and respond in writing to business situations (both individually and collaboratively)

ORAL COMMUNICATIONS

A.12.5 Participate in group discussions for problem resolution

A.12.6 Organize and lead discussions; participate in meetings; answer questions in formal and informal situations

A.12.7 Identify and overcome major barriers to listening

A.12.8 Assess and respond to a speaker's nonverbal messages

A.12.9 Give examples of how nonverbal messages have different meanings in various cultures

WORKPLACE COMMUNICATIONS

A.12.11 Demonstrate strategies for overcoming communication barriers

A.12.12 Respond appropriately to the audience and the situation

A.12.13 Demonstrate effective negotiation skills

A.12.14 Describe strategies for communicating with supervisors

A.12.15 Describe strategies for communicating with co-workers

A.12.16 Describe strategies for communicating with customers/clients

A.12.17 Prepare persuasive messages for a variety of situations

A.12.18 Accept or decline a request

A.12.19 Identify elements of good customer service

A.12.20 Participate as a productive member of a group

B. INFORMATION SYSTEMS/TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 12 students will

B.12.1 Access, navigate, and use on-line services

B.12.2 Identify and use communication software

B.12.3 Enter and manipulate data using the touch method on a ten-key pad

B.12.4 Import text and graphics from other software programs

B.12.5 Use the integration features of a software package

B.12.6 Restart and recover from system failure and virus infection as necessary

B.12.7 Identify and compare types of programming languages

B.12.8 Contrast careers in the information technology industry

B.12.9 Describe emerging hardware and software

B.12.10 Import, export, and merge data

B.12.11 Identify electronic storage media

B.12.12 Analyze spreadsheet data

B.12.13 Use desktop publishing software to create documents

B.12.14 Use common features of multimedia software

B.12.15 Identify laws and rules pertaining to computer crime, fraud, and abuse

B.12.16 Practice a code of ethics for information systems

B.12.17 Describe how the information technology industry impacts society

B.12.18 Send and receive faxes

B.12.19 Use electronic mail

B.12.20 Send and respond to voice messages

B.12.21 Sort and file documents according to established procedures

BUSINESS STUDENTS WILL:

B.BS.1 Diagnose and solve problems related to the operation of computer equipment

B.BS.2 Apply special features of software packages such as galleries, templates, macros, etc.

B.BS.3 Describe how information systems have changed the workplace

B.BS.4 Explain how information systems have contributed to worker productivity

B.BS.5 Use data to create information to solve business problems

B.BS.6 Use desktop publishing software to design, create, and produce a variety of publications

B.BS.7 Import data, graphics, and scanned images using desktop publishing software

B.BS.8 Use multimedia software to design, create, and produce a variety of presentations

B.BS.9 Design and create a web page

B.BS.10 Evaluate application software products in terms of their features

B.BS.11 Customize application software

B.BS.12 Generate complex, multipart documents

B.BS.13 Use operating system commands

B.BS.14 Generate business forms

B.BS.15 Generate newsletters and brochures

B.BS.16 Create documents by merging information

B.BS.17 Establish and maintain a records management system

E. ENTREPRENEURSHIP

PERFORMANCE STANDARDS

By the end of grade 12 students will

E.12.1 Analyze the degree to which one possesses the characteristics, skills, and abilities of an entrepreneur

E.12.2 Participate in a career-related, community service activity

E.12.3 Discuss the effects of promotion on pricing and demand for goods

E.12.8 Discuss appropriate responses to unethical behavior in the workplace

F. MARKETING

PERFORMANCE STANDARDS

Business students will

F.BS.2 Perform market research

J. INTERPERSONAL AND LEADERSHIP SKILLS

PERFORMANCE STANDARDS

By the end of grade 12 students will

J.12.1 Demonstrate appropriate interpersonal skills when working with others

J.12.2 Identify stereotypes and discriminatory behaviors that could impact personal and organizational success

J.12.3 Demonstrate ability to give and receive constructive criticism

J.12.4 Interact effectively with people from various backgrounds

J.12.5 Organize and participate in a discussion

J.12.6 Demonstrate courteous attention to speakers

J.12.7 Demonstrate the ability to work as part of a team

J.12.8 Demonstrate the ability to work independently

J.12.9 Give examples of how nonverbal messages have different meanings in various cultures

J.12.10 Demonstrate delegation skills

J.12.11 Define ethics

J.12.12 Explain why motivation, leadership, and trust are important to a team

J.12.13 Compare and contrast alternative leadership styles

J.12.14 Explain the importance of consumer trust for the successful conduct of business

BUSINESS STUDENTS WILL:

J.BS.1 Practice appropriate interpersonal skills in a business setting

J.BS.2 Plan and present short presentations individually or as a member of a team

J.BS.3 Demonstrate an acceptance of different cultural beliefs and practices

J.BS.4 Demonstrate successful listening techniques

J.BS.5 Demonstrate professional behavior in the work environment

J.BS.6 Participate as a member of a team in a business environment

J.BS.7 Use appropriate etiquette when relating to business people of various cultures

J.BS.8 Demonstrate effective consensus-building techniques in a group situation

J.BS.9 Identify ways in which honesty and integrity of co-workers affect work performance

J.BS.10 Lead a committee or preside at a meeting

J.BS.11 Explain the different roles people assume when working in groups

K. CAREER DEVELOPMENT

PERFORMANCE STANDARDS

By the end of grade 12 students will

K.12.1 Assess and analyze personal talents and interests as they relate to career decisions

K.12.2 Describe how personal qualities transfer from school to work

K.12.3 Identify ways to overcome weaknesses and capitalize on strengths

K.12.4 Update and present career portfolio that includes career research materials and work samples

K.12.5 List sources of training related to career plan

K.12.6 Analyze projected career opportunities and trends

K.12.7 Create a career and education (lifework) plan for transition from high school

K.12.8 Demonstrate habits needed for career success

K.12.9 Experience paid/unpaid work opportunities

K.12.10 Explain the benefits of community involvement

K.12.11 Discuss social and ethical standards of the workplace

K.12.12 Prepare documents for a job campaign

K.12.13 Participate in a mock interview

K.12.14 Describe employment trends in the workplace

K.12.15 Develop and maintain a job search database

BUSINESS STUDENTS WILL:

K.BS.1 Identify how one's own strengths match skills needed for business career cluster

K.BS.2 Develop strategies to acquire skills needed for business career cluster

K.BS.3 Identify strategies to use to upgrade and improve performance

K.BS.4 Explore entrepreneurship opportunities

K.BS.5 Explain the need for flexible career planning

K.BS.6 Identify a network of business people who will provide assistance in securing a job

K.BS.7 Explain the benefits of professional involvement

Wisconsin's Model Academic Standards for English Language Arts

A. READING AND LITERATURE

PERFORMANCE STANDARDS

By the end of grade 4 students will:

A.4.2 Read, interpret, and critically analyze literature

- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning
- Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience
- Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences
- Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience

- Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences
- Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources
- Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose
- Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience

A.4.4 Read to acquire information

- Summarize key details of informational texts, connecting new information to prior knowledge
- Identify a topic of interest and seek information about it by investigating available text resources

By the end of grade 8 students will:

A.8.1 Use effective reading strategies to achieve their purposes in reading

- Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text
- Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension
- Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading
- Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes

A.8.2 Read, interpret, and critically analyze literature

- Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
- Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature
- Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work
- Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience

- Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world
- Identify common historical, social, and cultural themes and issues in literary works and selected passages
- Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts
- Evaluate the themes and main ideas of a work considering its audience and purpose

A.8.4 Read to acquire information

- Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals
- Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources
- Identify and explain information, main ideas, and organization found in a variety of informational passages
- Distinguish between the facts found in documents, narratives, charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them

By the end of grade 12 students will:

A.12.1 Use effective reading strategies to achieve their purposes in reading

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words

- Gather information to help achieve understanding when the meaning of a text is unclear
- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text
- Distinguish between fact and opinion in nonfiction texts
- Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of terms

A.12.2 Read, interpret, and critically analyze literature

- Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- Develop, explain, and defend interpretations of complex literary works
- Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
- Develop and apply criteria to evaluate the literary merit of unfamiliar works

A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience

- Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
- Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
- Identify the devices an author uses to influence readers and critique the effectiveness of their use
- Identify philosophical assumptions and basic beliefs underlying selected texts

A.12.4 Read to acquire information

- Apply tests of logic and reasoning to informational and persuasive texts
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
- Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language

B. WRITING

PERFORMANCE STANDARDS

By the end of grade 4 students will

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes

- Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences
- Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice
- Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre
- Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.4.2 Plan, revise, edit, and publish clear and effective writing

- Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
- Explain the extent and reasons for revision in conference with a teacher
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications

- Understand and use parts of speech effectively, including nouns, pronouns, and adjectives
- Use adverbials effectively, including words and phrases
- Employ principles of agreement related to number, gender, and case
- Capitalize proper nouns, titles, and initial words of sentences
- Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses
- Use commas correctly to punctuate appositives and lists

- Spell frequently used words correctly
- Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands

By the end of grade 8 students will

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes

- Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas
- Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence
- Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
- Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail
- Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.8.2 Plan, revise, edit, and publish clear and effective writing

- Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
- Identify questions and strategies for improving drafts in writing conferences with a teacher
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications

- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives
- Use correct tenses to indicate the relative order of events
- Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly
- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words

By the end of grade 12 students will

B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes

- Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence
- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict
- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
- Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
- Prepare and publish technical writing such as memos, applications, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose
- Write in a variety of situations (impromptu, over time, in collaboration, alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.12.2 Plan, revise, edit, and publish clear and effective writing

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well devel-

oped, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications

- Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- Recognize common errors in the use of language and know how (and when) to correct them

C. ORAL LANGUAGE

PERFORMANCE STANDARDS

By the end of grade 4 students will

C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

- Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation
- Read aloud effectively from previously-read material
- Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail
- Present autobiographical or fictional stories that recount events effectively to large and small audiences
- Participate in group readings, such as choral, echo, and shadow reading
- Perform dramatic readings and presentations
- Distinguish between fact and opinion and provide evidence to support opinions

C.4.2 Listen to and comprehend oral communications

- Follow basic directions
- Identify and summarize key points of a story or discussion
- Retell stories and reports of events in proper sequence
- Follow sequence in plot and character development, predict outcomes, and draw conclusions
- Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories
- Distinguish fact from fantasy and fact from opinion
- Understand increasingly complex sentence structures
- Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies

C.4.3 Participate effectively in discussion

- Volunteer relevant information, ask relevant questions, and answer questions directly
- Use appropriate eye contact and other nonverbal cues
- Use appropriate strategies to keep a discussion going
- Reflect on the ideas and opinions of others and respond thoughtfully
- Ask for clarification and explanation of unfamiliar words and ideas
- Summarize information conveyed through discussion

By the end of grade 8 students will

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

- Share brief impromptu remarks about topics of interest to oneself and others
- Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion
- Perform expressive oral readings of prose, poetry, and drama
- Prepare and conduct interviews
- Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience
- Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose
- Observe the appropriate etiquette when expressing thanks and receiving praise

C.8.2 Listen to and comprehend oral communications

- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate
- Recall significant details and sequence accurately
- Follow a speaker's argument and represent it in notes
- Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language

C.8.3 Participate effectively in discussion

- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others

- Explain and advance opinions by citing evidence and referring to sources
- Evaluate the stated ideas and opinions of others, seeking clarification through questions
- Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments
- Accept and use helpful criticism
- Establish and maintain an open mind when listening to others' ideas and opinions
- Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions
- Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion
- Attend to the content of discussion rather than the speaker
- Participate in discussion without dominating
- Distinguish between supported and unsupported statements

By the end of grade 12 students will

C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences

- Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning
- Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence
- Participate effectively in question-and-answer sessions following presentations
- Summarize narrative and numerical information accurately and logically in presentations
- Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
- Demonstrate the ability to debate an issue from either side
- Interpret literary works orally, citing textual data in support of assertions
- Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
- Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
- Observe the appropriate etiquette when expressing thanks and receiving praise

C.12.2 Listen to, discuss, and comprehend oral communications

- Attend to both literal and connotative meanings
- Distinguish between relevant and irrelevant information
- Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
- Analyze messages for their accuracy and usefulness
- Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
- Relate a speaker's ideas and information to prior knowledge and experience
- Consider the specific situation and current conditions when responding to instructions

C.12.3 Participate effectively in discussion

- Detect and evaluate a speaker's bias
- Consider the ideas and opinions of other speakers thoughtfully before responding
- Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
- Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Appraise the purpose of discussions by examining their context and the motivation of participants
- Perform various roles in a discussion, including leader, participant, and moderator
- Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
- Explain and advance opinions by citing evidence and referring to authoritative sources
- Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions
- Convey criticism in a respectful and supportive way

D. LANGUAGE

PERFORMANCE STANDARDS

By the end of grade 4 students will:

D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

- Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations
- Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments

By the end of grade 8 students will:

D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication

- Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations
- Explain how writers and speakers choose words and use figurative language such as

similes, metaphors, personification, hyperbole, and allusion to achieve specific effects

- Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade

D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

- Describe how American English is used in various public and private contexts, such as school, home, and work
- Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication
- Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon

By the end of grade 12 students will

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

E. MEDIA AND TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 4 students will

E.4.1 Use computers to acquire, organize, analyze, and communicate information

- Operate common computer hardware and software
- Use basic word-processing, graphics, and drawing programs
- Create, store, and retrieve electronic files
- Access information using electronic reference resources, such as library catalogs, encyclopedias, almanacs, and indexes
- Generate, send, and retrieve electronic messages

E.4.2 Make informed judgments about media and products

- Identify the intent or appeal behind products and messages promoted via media
- Recognize basic propaganda techniques
- Identify images and symbols central to particular messages

E.4.3 Create media products appropriate to audience and purpose

- Write news articles appropriate for familiar media
- Create simple advertising messages and graphics appropriate for familiar media
- Prepare, perform, and tape simple radio and television scripts
- Prepare and perform school announcements and program scripts

E.4.4 Demonstrate a working knowledge of media production and distribution

- Make distinctions between messages presented on radio, television, and in print
- Recognize how messages are adjusted for different audiences
- Identify sales approaches and techniques aimed at children

By the end of grade 8 students will

E.8.1 Use computers to acquire, organize, analyze, and communicate information

- Demonstrate efficient word-processing skills
- Construct and use simple databases
- Use manuals and on-screen help in connection with computer applications
- Perform basic computer operations on various platforms
- Collect information from various on-line sources, such as web pages, news groups, and listservs

E.8.2 Make informed judgments about media and products

- Recognize common structural features found in print and broadcast advertising
- Identify and explain the use of stereotypes and biases evident in various media
- Compare the effect of particular symbols and images seen in various media
- Develop criteria for selecting or avoiding specific broadcast programs and periodicals

E.8.3 Create media products appropriate to audience and purpose

- Write informational articles that target audiences of a variety of publications
- Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences
- Create videotapes and audiotapes designed for particular audiences

E.8.4 Demonstrate a working knowledge of media production and distribution

- Plan a promotion or campaign that involves broadcast and print media production and distribution
- Analyze how messages may be affected by financial factors such as sponsorship
- Identify advertising strategies and techniques aimed at teenagers

E.8.5 Analyze and edit media work as appropriate to audience and purpose

- Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect
- Develop criteria for comprehensive feedback on the quality of media work and use it during production

By the end of grade 12 students will

E.12.1 Use computers to acquire, organize, analyze, and communicate information

- Design, format, and produce attractive word-processed documents for various purposes
- Incorporate information from databases and spreadsheets into reports
- Integrate graphics appropriately into reports, newsletters, and other documents
- Retrieve and reproduce documents across various platforms
- Use on-line sources to exchange information

E.12.2 Make informed judgments about media and products

- Develop and apply evaluative criteria of accuracy and point of view to broadcast news programs
- Recognize and explain the impact of various media on daily life
- Analyze the content and effect of subtle persuasive techniques used on-line and in broadcast and print media
- Develop and apply criteria for evaluating broadcast programming

E.12.3 Create media products appropriate to audience and purpose

- Create multimedia presentations in connection with major projects, such as research reports or exhibitions
- Develop various media products to inform or entertain others in school or the community, such as slide shows, videos, newspapers, sound recordings, literary publications, and brochures

E.12.5 Analyze and edit media work as appropriate to audience and purpose

- Develop and present criteria for evaluating a variety of media products
- Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work

F. RESEARCH AND INQUIRY

PERFORMANCE STANDARDS

By the end of grade 8 students will

F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

- Formulate research questions and focus investigation on relevant and accessible sources of information
- Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines
- Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation
- Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources
- Review and evaluate the usefulness of information gathered in an investigation
- Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources

By the end of grade 12 students will

F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

- Formulate questions addressing issues or problems that can be answered through a well-defined and focused investigation
- Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information
- Conduct interviews, taking notes or recording and transcribing oral information, then summarizing the results
- Develop research strategies appropriate to the investigation, considering methods such as questionnaires, experiments, and field studies
- Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material
- Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date
- Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research
- Present findings in oral and written reports, correctly citing sources

Wisconsin's Model Academic Standards for Environmental Education

B. KNOWLEDGE OF ENVIRONMENTAL PROCESSES AND SYSTEMS

PERFORMANCE STANDARDS

By the end of grade 8 students will

ENERGY AND ECOSYSTEMS

B.8.10 Explain and cite examples of how humans shape the environment

NATURAL RESOURCES AND ENVIRONMENTAL QUALITY

B.12.10 Identify and evaluate multiple uses of natural resources and how society is influenced by the availability of these resources

B.12.11 Assess how changes in the availability and use of natural resources (especially water and energy sources) will affect society and human activities; such as, transportation, agricultural systems, manufacturing

B.12.14 Investigate how technological development has influenced human relationships and understanding of the environment

B.12.17 Explain the concept of exported/imported pollution; e.g., smokestacks, watersheds, and weather systems

B.12.18 Analyze cause and effect relationships of pollutants and other environmental changes on human health

B.12.19 Illustrate how environmental quality affects the economic well-being of a community

B.12.20 Debate the risks of producing pollutants

B.12.21 Research the roles of various careers related to natural resource management and other environmental fields

C. ENVIRONMENTAL ISSUE INVESTIGATION SKILLS

PERFORMANCE STANDARDS

By the end of grade 8 students will

C.8.3 Use questioning and analysis skills to determine beliefs, attitudes, and values held by people involved in an environmental issue

By the end of grade 12 students will

C.12.1 Compare the effects of natural and human-caused activities that either contribute to or challenge an ecologically and economically sustainable environment

C.12.2 Explain the factors that contribute to the development of individual and societal values

D. DECISION AND ACTION SKILLS

PERFORMANCE STANDARDS

By the end of grade 12 students will

D.12.2 Evaluate reasons for participation or nonparticipation in an environmental activity in the home, school, or community

D.12.3 Describe the range of political and legal options available to resolve an environmental problem; state for each the costs, benefits, and limitations of effectiveness in practice; and select and defend the best option

D.12.4 Describe the rights and responsibilities of citizenship in regard to environmental problems and issues

D.12.5 Develop a plan to maintain or improve some part of the local or regional environment, and enlist support for the implementation of that plan

D.12.6 Identify and analyze examples of the impact beliefs and values have on environmental decisions

D.12.7 Analyze political, educational, economic, and governmental influences on environmental issues, and identify the role of citizens in policy formation

D.12.8 Use cost-benefit analysis to evaluate proposals to improve environmental quality

E. PERSONAL AND CIVIC RESPONSIBILITY

PERFORMANCE STANDARDS

By the end of grade 12 students will

E.12.1 Articulate their personal beliefs regarding their relationship to the environment

E.12.2 Write a plan of action based on personal goals of stewardship for an economically and ecologically sustainable environment

E.12.3 Take action in regard to environmental issues in the home, school, or communities

Wisconsin's Model Academic Standards for Family and Consumer Education

A. THE FAMILY

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will

A.1. Explain the personal and social significance of the family in meeting family members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern

- use data gathered from a variety of sources to describe the current situation
- identify the personal and social significance of current conditions
- describe different goals that families might have in the situation

A.4. Describe gaps between existing conditions and goals and ask specific questions for further investigation

By the end of an advanced level of study, students will

A.2. Analyze the personal and social significance of a family-related concern, such as what should be done to

- balance personal, family, work, and community life
- encourage children to develop ethical principles consistent with respecting the environment, themselves, and others
- build lasting, nurturing relationships
- appreciate the value of aesthetic expression in the home
- make informed choices about consumer practices and products
- examine blocks to creative and critical thinking about parenting, food, health, or work
- direct the future and respond to technology and technological processes

B: PRACTICAL REASONING

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will

B.1. Analyze the parts of the practical reasoning process

B.2. Explain how each part works and the relationships among the parts of the practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

B.4 Detect and correct errors in using the parts of the practical reasoning process

By the end of an advanced level of study, students will

B.1. Apply practical reasoning to investigate a family-related concern that is of personal interest

- identify a significant family-related concern
- interpret information about the historical, personal, and social context
- pose a relevant question based on information about the context
- critically examine and justify the goals selected to accomplish in this context
- search for and process information about action strategies that might be used to reach goals
- examine probable consequences and weigh risks of each action strategy
- give reasons to support conclusions about what to do in the situation
- evaluate the evidence and reasoning and revise conclusions as needed

B.3. Record personal reflections about what is being learned from the experience

C: FAMILY ACTION

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will

C.1 Understand and use communication to reach understanding and agreement about what to do

- give examples that illustrate effective and ineffective communication in different settings
- demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
- analyze examples of communication breakdowns and identify ways communication might be improved in these situations
- use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions

C.2 Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
  - — retrieve, examine, and use relevant information about the project
  - — identify personal knowledge and skills, procedures, and tools to use
  - — summarize and assess the results of the project

By the end of an advanced level of study, students will

C.1. Understand and use communication to reach understanding and agreement about what to do

- identify personal strengths and interpersonal characteristics and skills that need improvement
- devise and implement a plan to reach a personal communication goal, monitor progress, evaluate results, and write a summary report
- demonstrate the ability to interpret what is being communicated through language, social behavior, and other forms of art and customs
- demonstrate interpersonal and small-group skills; such as responding to others with respect and empathy, clarifying group tasks or goals, resolving different points of view during discussion, resolving interpersonal disagreements, and reflecting on group processes and procedures

C.2. Understand and use reflection in everyday life

- use reflection to identify and evaluate personal attitudes, beliefs, and patterns of thinking and acting
- test the validity of personal attitudes, beliefs, and behaviors, and describe how one might go about changing those that have problematic consequences, such as those that interfere with communication or prevent creative and critical thinking in the family
- identify cultural assumptions contained in various media; such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos
- explain how cultural assumptions influence human development and why these assumptions should be examined publicly

C.3. Understand and apply technological information, methods, and tools

- identify appropriate and inappropriate uses of technological information, methods, and tools in everyday life
- identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meets dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)
  - —retrieve, examine, and use relevant information about the project
  - —identify personal knowledge and skills, procedures, and tools to use
  - —evaluate the effectiveness of the project

D: PERSONAL AND SOCIAL RESPONSIBILITY

PERFORMANCE STANDARDS

By the end of an intermediate level of study, students will

D.1. Explain what it means to take informed, socially responsible action

D.2. Survey the school, neighborhood, or community to identify a family-related issue or concern

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals

- respond to questions and/or criticisms of plans from classmates
- use feedback in revising plans as needed
- analyze the results, write a reflective summary explaining the results, and use the results to identify next steps

D.4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings; such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)

D.5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal

By the end of an advanced level of study, students will

D.1. Explain what it means to assume personal and social responsibility as a family member and citizen

D.2. Use practical reasoning in making choices about an individual, small group, or classroom action project

- define an existing individual, family, or community need or concern
- determine the best course of action to take in the situation

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, including plans for unanticipated events, such as rain or snow on the day of scheduled outing

- present plans to classmates for review and use feedback in making needed revisions
- review classmates' plans and give fair and constructive feedback
- collect and analyze data about results from different sources
- write a project report including a reflective summary about what was learned from the action project

D.4. Describe changes in personal resources for judging and improving leadership skills

D.5. Discuss possible action strategies or solutions to everyday ethical dilemmas in light of citizenship values; such as honesty, respect, and responsibility.

E: WORK OF FAMILY

PERFORMANCE STANDARDS

By the end of an introductory level of student, students will

E.4. Show some similarities and differences between family work and work in other settings

E.5. Describe some of the knowledge and skills needed for work of family

By the end of an intermediate level of study, students will

E.1. Give examples that show the meaning and significance of family work

E.2. Summarize current understandings of family work goals and relationships between family work and other social settings that affect the family

E.4. Describe some factors and conditions that affect the development of individuals, families, and society

E.5 Access, analyze, and evaluate selected sources of information about human growth and development

F: LEARNING TO LEARN

PERFORMANCE STANDARDS

By the end of an introductory level of study, students will

F.1 Demonstrate the ability to attend to learning tasks

- describe how children learn to attend to tasks
- explain the physical characteristics that help focus attention; such as sitting up straight, maintaining eye contact, and deep breathing
- identify some distractions to learning, such as responding without thinking

F.2 Demonstrate the ability to set learning goals

- give examples of goal setting in family life
- identify personal knowledge and skills related to a specific learning task and areas where improvement is needed
- set a specific, short-term learning goal

F.3 Demonstrate the ability to monitor attitudes

- describe how attitudes toward learning and work habits are formed
- give examples of how attitudes affect work habits and learning
- identify personal attitudes toward different learning tasks and work habits

F.4 Demonstrate the ability to use self-evaluation skills

- describe how to use positive self talk and planning to complete difficult learning tasks in everyday life and work settings, such as learning to speak up in a group
- make, implement, and assess a simple action plan to reach a specific short-term learning goal
- use basic reading, listening, speaking, writing, and viewing skills to access information, such as listening to others' feedback about progress in learning

By the end of an intermediate level of study, students will

F.1. Demonstrate the ability to attend to learning tasks

- explain the family's role in helping to focus attention on learning tasks
- make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
- practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed

F.2. Demonstrate the ability to set learning goals

- explain the importance of goal setting in everyday family life and work
- develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
- describe what to look for to determine whether specific goals have been accomplished

F.3. Demonstrate the ability to monitor attitudes

- give examples from different media that show how attitudes affect work habits and learning
- practice asking questions to identify personal attitudes and work habits
- describe how specific thoughts about a difficult learning task affect personal behavior

F.4. Demonstrate the ability to use self-evaluation skills

- give examples of paired problem solving in everyday life; such as family members or peers working together on a specific learning task or problem
- describe specific knowledge, attitudes, and skills learned in other classes that help with planning
- make, implement, and assess an action plan to reach a series of specific learning goals that help to reach long-term goals, including the specific resources needed to complete the action plan

By the end of an advanced level of study, students will

F.1. Demonstrate the ability to attend to learning tasks

- explain the significance of the family in developing life skills; such as regulating attention and goal setting, problem solving, and self-evaluation skills
- consistently use strategies to focus attention on learning
- demonstrate self-discipline, perseverance, concentration on learning tasks, and the skills for identifying and handling distractions

F.2. Demonstrate the ability to set learning goals

- identify a long-term learning goal based on an assessment of personal knowledge, skills, and priorities
- ask probing questions about progress toward a specific learning goal and identify next steps
- tutor a young child on how to set specific learning goals

F.3. Demonstrate the ability to monitor attitudes

- identify personal learning style preferences and the learning styles of other participants when working in small groups
- explain how personal learning style preferences affect accomplishment of learning tasks
- try a variety of learning styles to accomplish tasks

F.4. Demonstrate the ability to use self-evaluation skills

- evaluate personal strengths on specific types of learning tasks and identify areas that need improvement
- deliberately use action planning to improve learning
- monitor the effectiveness of action plans and determine what might be done differently next time

Wisconsin's Model Academic Standards for Health Education

A. HEALTH PROMOTION AND DISEASE PREVENTION

PERFORMANCE STANDARDS

By the end of grade 4 students will

A.4.1 Identify positive mental, emotional, social, and physical factors that influence health

A.4.2 Describe how family, school, and community environments influence personal health

A.4.3 Identify ways to be healthy during childhood

By the end of grade 8 students will

A.8.1 Describe the interrelationship of mental, emotional, social, and physical health during adolescence

A.8.2 Analyze how environments and personal health are interrelated

A.8.3 Describe ways to enhance health and reduce risks during adolescence

A.8.4 Describe how lifestyle, family history, and other risk factors are related to the cause or prevention of disease and other health problems

A.8.5 Explain how health is influenced by the interaction of body systems

A.8.6 Describe how family and peers influence the personal health of adolescents

A.8.7 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death

By the end of grade 12 students will

A.12.1 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood

A.12.2 Analyze how the environment influences the health of the community

A12.3 Describe how to enhance health and reduce risks throughout life

A.12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields

A.12.5 Explain the impact of personal health behaviors on the functioning of body systems

A.12.6 Analyze how the family, peers, and community influence the health of individuals

A.12.7 Analyze how behavior can impact health maintenance and disease and injury prevention

B. HEALTHY BEHAVIORS

PERFORMANCE STANDARDS

By the end of grade 4 students will

B.4.1 Identify responsible health behaviors

B.4.2 Identify personal health needs

B.4.4 Demonstrate strategies to improve or maintain personal health

By the end of grade 8 students will

B.8.1 Explain the importance of assuming responsibility for personal health behaviors

B.8.3 Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe

B.8.4 Demonstrate strategies to improve and maintain personal and family health

B.8.5 Develop and practice injury prevention and management strategies for personal and family health

B.8.6 Demonstrate ways to avoid and reduce threatening situations

By the end of grade 12 students will

B.12.1 Analyze the role of individual responsibility for enhancing health

B.12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction

B.12.3 Analyze the short-term and long-term consequences of various behaviors

B.12.4 Demonstrate strategies to improve and maintain personal, family, and community health

B.12.5 Develop and practice injury prevention and management strategies for personal, family, and community health

B.12.6 Continue to demonstrate ways to avoid and reduce threatening situations

C. GOAL SETTING AND DECISION MAKING

PERFORMANCE STANDARDS

By the end of grade 4 students will

C.4.1 Demonstrate the ability to apply a decision-making process to health issues

C.4.3 Predict outcomes of positive health decisions for themselves

C.4.4 Set a personal health goal and track progress toward achievement

By the end of grade 8 students will

C.8.1 Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues

C.8.2 Analyze how health-related decisions are influenced by individuals, family, and community values

C.8.3 Analyze how decisions regarding health behaviors have consequences for themselves and others

C.8.4 Develop and implement a personal health plan addressing personal strengths, needs, and health risks

By the end of grade 12 students will

C.12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks

C.12.2 Apply knowledge of individual, family, and community influences to decision-making processes

C.12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community

C.12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life

D. INFORMATION AND SERVICES

PERFORMANCE STANDARDS

By the end of grade 4 students will

D.4.3 Explain how the media influences the selection of health information, products, and services

D.4.4 Demonstrate the ability to name school and community health services

By the end of grade 8 students will

D.8.1 Analyze the validity of health information, products, and services

D.8.2 Demonstrate the ability to access resources from home, school, and community that provide valid health information

D.8.3 Analyze how the media influences the selection of health information and products

D.8.6 Describe situations requiring professional health services

E. CULTURE, MEDIA, AND TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 4 students will

E.4.2 Explain how the media influences thoughts, feelings, and health behaviors

E.4.4 Explain how information from school and family influences health

By the end of grade 8 students will

E.8.1 Analyze how culture influences health behaviors and services

E.8.2 Analyze how messages from the media and other sources influence health behaviors

E.8.3 Analyze the influence of technology on personal and family health

E.8.4 Analyze how information from peers influences health

F. COMMUNICATION

PERFORMANCE STANDARDS

By the end of grade 4 students will

F.4.2 Describe and demonstrate healthy ways to express needs, wants, and feelings

F.4.3 Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others

By the end of grade 8 students will

F.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health

F.8.2 Demonstrate healthy ways to express needs, wants, and feelings

F.8.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others

F.8.4 Demonstrate communication skills to build and maintain healthy relationships

F.8.5 Analyze possible causes of conflict

By the end of grade 12 students will

F.12.1 Demonstrate skills to communicate effectively with family, peers, and others

F.12.2 Demonstrate healthy ways to express needs, wants, and feelings

F.12.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others

F.12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others

F.12.5 Analyze possible causes of conflict

F.12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways

G. ADVOCACY

PERFORMANCE STANDARDS

By the end of grade 4 students will

G.4.2 Convey valid information and express opinions about health issues

G.4.3 Identify community organizations that advocate for healthy individuals, families, schools, and communities

G.4.4 Demonstrate the ability to influence and support others in making positive health choices

By the end of grade 8 students will

G.8.1 Analyze various methods to accurately express health information and ideas

G.8.2 Convey valid information and express opinions about health issues

G.8.3 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities

G.8.4 Demonstrate the ability to influence and support others in making positive health choices

G.8.5 Identify barriers to effective promotion of information, ideas, feelings, and opinions about health issues and explore options to overcome them

By the end of grade 12 students will

G.12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas

G.12.3 Convey valid information and express opinions about health issues

G.12.4 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities

G.12.4 Demonstrate the ability to influence and support others in making positive health choices

G.12.5 Utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues

G.12.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

Wisconsin's Model Academic Standards for Information and Technology Literacy

A. MEDIA AND TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade eight students will

A.8.1 Use common media and technology terminology and equipment

- identify and define computer and networking terms (e.g., modem, file server, client station, LAN, Internet/Intranet, data storage device)
- demonstrate the correct operation of a computer system on a network
- demonstrate touch keyboarding skills at acceptable speed and accuracy levels (suggested range 20-25 wpm)
- organize and backup files on a computer disk, drive, server, or other storage device
- recognize and solve routine computer hardware and software problems
- use basic content-specific tools (e.g., environmental probes, measurement sensors) to provide evidence/support in a class project
- scan, crop, and save a graphic using a scanner, digital camera, or other digitizing equipment
- use simple graphing calculator functions to solve a problem
- capture, edit, and combine video segments using a multimedia computer with editing software or a video editing system

A.8.2 Identify and use common media formats

- describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box)
- identify the various organizational patterns used in different kinds of reference books
- define the basic types of learning software (e.g., drill and practice, tutorial, simulation)
- use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select information
- describe the various applications of productivity software programs (e.g., word processing, database, spreadsheet, presentation, communication, drawing, desktop publishing)
- identify common integrated software packages or applications suites
- use a graphics program to create or modify detail to an image or picture

A.8.3 Use a computer and productivity software to organize and create information

- explain the use of basic word processing functions (e.g., menu, tool bars, dialog boxes, radio buttons, spell checker, thesaurus, page layout, headers and footers, word count, tabs)
- use the spell checker and thesaurus functions of a word processing program
- move textual and graphics data from one document to another
- use graphics software to import pictures, images, and charts into documents
- use a graphical organizer program to construct outlines or webs that organize ideas and information
- compose a class report using advanced text formatting and layout styles (e.g., single and double spacing, different size and style of fonts, indents, headers and footers, pagination, table of contents, bibliography)
- classify collected data and construct a simple database by defining fields, entering and sorting data, and producing a report
- construct a simple spreadsheet, enter data, and interpret the information
- plot and use different types of charts and graphs (e.g., line, bar, stacked, scatter diagram, area, pie charts, pictogram) from a spreadsheet program
- incorporate database and spreadsheet information (e.g., charts, graphs, lists) in word-processed documents

A.8.4 Use a computer and communications software to access and transmit information

- define basic on-line searching and Internet terminology (e.g., website, HTML, home page, hypertext link, bookmark, URL address)
- send an e-mail message with an attachment to several persons simultaneously
- access information using a modem or network connection to the Internet or other on-line information services
- view, print, save, and open a document from the Internet or other on-line sources
- use basic search engines and directories to locate resources on a specific topic
- demonstrate efficient Internet navigation
- organize World Wide Web bookmarks by subject or topic

A.8.5 Use media and technology to create and present information

- use draw, paint, or graphics software to create visuals that will enhance a class project or report
- design and produce a multimedia program
- plan and deliver a presentation using media and technology appropriate to topic, audience, purpose, or content

A.8.6 Evaluate the use of media and technology in a production or presentation

- determine the purpose of a specific production or presentation
- describe the effectiveness of the media and technology used in a production or presentation
- identify criteria for judging the technical quality of a production or presentation
- judge how well the production or presentation meets identified criteria
- recommend ways to improve future productions or presentations

B.8.7 Communicate the results of research and inquiry in an appropriate format

- determine the audience and purpose for the product or presentation
- identify possible communication or production formats
- select a presentation format appropriate to the topic, audience, purpose, content, and technology available
- develop an original product or presentation which addresses the information problem or question

B.8.8 Evaluate the information product and process

- identify the criteria to be used in judging both the product (or presentation) and the process
- determine how well research conclusions and product meet the original information need or question based on the identified criteria
- assess the process based on identified criteria
- summarize ways in which the process and product can be improved

By the end of grade 12 students will

A.12.1 Use common media and technology terminology and equipment

- identify and define basic on-line and telecommunications terminology or concepts (e.g., bandwidth, satellite dish, distance learning, desktop conferencing, listserv, downlink, teleconference, virtual reality)
- demonstrate proper keyboarding mechanics and touch type accurately (suggested range 30-35 wpm)
- use a camcorder, VCR, multimedia computer, or editing equipment to produce a short video program
- identify common graphic, video, and sound file formats (e.g., JPEG, GIF, MPEG, QUICKTIME, WAV)
- use desktop or video conferencing equipment and systems

A.12.2 Identify and use common media formats

- identify examples of agents, expert systems, or artificial intelligence (e.g., search engine, grammar checker, voice recognition, translators)
- describe the common organizational patterns in different types of print media
- identify and explain the use of common microforms
- demonstrate how to import and export text, graphic, and sound files
- distinguish between an individual productivity program and an integrated software program or applications suite
- edit, import, and export movie or video files

A.12.3 Use a computer and productivity software to organize and create information

- explain terminology and concepts connected with integrated software or an applications suite (e.g., tool palette, bulleted or numbered lists, macros, auto-correct, find-and-replace, stylesheets)
- use an integrated program or applications suite to complete a class assignment
- proofread and edit a document using the spell, thesaurus, and grammar checking functions of a word processing program
- manipulate graphics objects in a word processing program (e.g., select, move, modify, delete, duplicate, arrange)
- use desktop publishing and graphics software to produce page layouts in different formats (e.g., brochure, tri-fold, newsletter)
- analyze data from a database and present conclusions in a document or report
- construct a spreadsheet, enter data into cells, use mathematical functions to manipulate/process data, generate a chart or graph, and interpret the results
- use a computer and graphical organizer software to generate modifiable flow charts, project time lines, organizational charts, or calendars

A.12.4 Use a computer and communications software to access and transmit information

- choose most appropriate search engines and directories to locate specific resources on the Internet or other on-line services
- distinguish between "pull" and "push" or "broadcast" methods of acquiring information from an on-line source
- employ FTP (file transfer protocol) to retrieve and download computer files from a remote computer
- use desktop conferencing, e-mail, or groupware to communicate with others regarding assignments or class projects
- establish access to primary sources and other experts for class reports or projects
- participate in an on-line discussion group or listserv appropriate to a content area
- gather and organize statistical or survey data using e-mail, listservs, or on-line news or discussion groups

A.12.5 Use media and technology to create and present information

- use draw, paint, graphics, or presentation software to visually communicate ideas or concepts
- produce a multimedia program using text, graphics, moving images, and sound
- develop a document or file for inclusion into a website or web page
- participate in a desktop conferencing session to present and share information with others

A.12.6 Evaluate the use of media and technology in a production or presentation

- assess the purpose and effectiveness of a production or presentation
- evaluate the appropriateness and effectiveness of the media and technology used
- determine criteria for judging the delivery, pacing, focus, and technical quality of the production or presentation
- judge how well the production or presentation meets specified criteria
- specify ways to improve future productions or presentations

B. INFORMATION AND INQUIRY

PERFORMANCE STANDARDS

By the end of grade 8 students will

B.8.1 Define the need for information

- identify the information problem or question to be resolved
- relate what is already known to the information need
- formulate general and specific research questions using a variety of questioning skills
- revise and narrow the information questions to focus on the information need

B.8.2 Develop information seeking strategies

- identify relevant sources of information including print, nonprint, electronic, human, and community resources
- evaluate possible sources of information based on criteria of timeliness, genre, point of view, bias, and authority
- select multiple sources that reflect differing or supporting points of view
- identify and select keywords and phrases for each source, recognizing that different sources use different terminology for similar concepts
- organize ideas, concepts, and phrases using webbing, outlines, trees, or other visual or graphic tools
- focus search strategies on matching information needs with available resources

B.8.3 Locate and access information sources

- identify the classification system used in the school library media center, public library, and other local libraries
- locate materials using the classification systems of the school library media center and the public library
- use an on-line catalog and other databases of print and electronic resources
- recognize differences in searching bibliographic records, abstracts, or full text databases
- search for information by subject, author, title, and keyword
- use Boolean operators with human or programmed guidance to narrow or broaden searches
- use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats
- use a search engine to locate appropriate Internet or Intranet resources

B.8.4 Evaluate and select information from a variety of print, nonprint, and electronic formats

- examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords
- differentiate between primary and secondary sources
- distinguish between fact and opinion; recognize point of view or bias
- determine if information is timely, valid, accurate, comprehensive, and relevant
- analyze and evaluate information presented in charts, graphs, and tables
- locate indicators of authority for all sources of information
- select resources in formats appropriate to content and information need and compatible with their own learning style

B.8.5 Record and organize information

- use notetaking strategies including summarizing and paraphrasing
- record concise notes in a prescribed manner, including bibliographic information
- cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats
- organize and compare information using graphic organizers, storyboarding, and other relational techniques
- organize information in a systematic manner appropriate to question, audience, and intended format of presentation
- bibliographic format

B.8.6 Interpret and use information to solve the problem or answer the question

- compare and integrate new information with prior knowledge
- analyze information for relevance to the question
- analyze findings to determine need for additional information
- gather and synthesize additional information as needed
- draw conclusions to address the problem or question

By the end of grade 12 students will

B.12.1 Define the need for information

- state the information problem or question in clear and concise terms
- relate prior knowledge to the problem or question

- develop specific research questions or a thesis statement based on the nature, purpose, and scope of project
- conduct a preliminary search to determine if the research questions or thesis statement is clear and searchable; refine and revise if necessary

B.12.2 Develop information-seeking strategies

- identify a full range of appropriate and available information from local, national, and global sources
- determine and apply evaluative criteria to prioritizing potential sources
- pursue a variety of resources reflecting differing points of view, cultures, and disciplines
- identify and evaluate keywords, concepts, subject headings, and descriptors for each information source
- organize ideas, concepts, and issues in a manner appropriate to the subject and purpose
- develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys)

B.12.3 Locate and access information sources

- identify the different classification systems used in local school, public and post-secondary libraries, and resource agencies
- locate information using the classification system and catalog in use at a variety of libraries and resource agencies
- use increasingly complex organizational features of print and electronic resources such as cumulative and cross-database indexes
- use different search strategies for bibliographic citations, abstracts, and full-text resources in electronic formats
- construct effective electronic and manual searches using keywords, phrases, Boolean logic, and limiters
- determine when to use general or specialized print and electronic reference tools
- compare, evaluate, and select appropriate Internet search engines and directories

B.12.4 Evaluate and select information from a variety of print, nonprint, and electronic formats

- select information clearly related to the problem or question
- evaluate information for stereotyping, prejudice, and misrepresentation
- distinguish among fact, opinion, point of view, and inference
- determine if sources are authoritative, valid, reliable, accurate, relevant, and comprehensive
- evaluate graphic images for misleading presentation and manipulated data
- determine authorship for all resources and identify points of agreement and disagreement among sources
- select information in formats and genre most appropriate to content

B.12.5 Record and organize information

- use data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting
- follow standardized notetaking processes and compile bibliographic information in an approved format
- credit sources for all quotations, visuals, major ideas, and specific facts or data using accepted citation formats
- analyze and relate information using a variety of relational techniques (e.g., graphic organizers, database reports, spreadsheet charts, graphs)
- organize information in systematic manner for unity, coherence, clarity, and emphasis
- compile a bibliography in a format stipulated by an accepted manual of style

B.12.6 Interpret and use information to solve the problem or answer the question

- interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills
- synthesize new ideas, evidence, and prior knowledge to address the problem or question
- draw conclusions and support them with credible evidence

B.12.7 Communicate the results of research and inquiry in an appropriate format

- determine the audience and purpose for communicating the information
- compare strengths and weaknesses of possible presentation methods and products
- select the most appropriate format for the product or presentation
- develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort

B.12.8 Evaluate the information product and process

- establish the criteria to be used in judging both the product (or presentation) and the process
- assess how well the research conclusions and product satisfy the defined information need
- critique the process and identify steps which need further study, skill development, or practice
- evaluate how the research question or problem, search strategy, resources, and interpretation could have been expanded or modified

C. INDEPENDENT LEARNING

PERFORMANCE STANDARDS

By the end of grade 8 students will

C.8.1 Pursue information related to various dimensions of personal well-being and academic success

- identify topics of interest and seek relevant information about them
- identify information appropriate for decision-making and personal interest
- recognize that accurate and complete information is basic to sound decisions in both personal and academic pursuits

C.8.2 Appreciate and derive meaning from literature and other creative expressions of information

- recognize that reviews, evaluations, and guidance from teachers, library media specialists, and others assist in the selection of appropriate literature and creative expressions of information

- identify and use personal criteria for choosing literature and other creative expressions of information
- relate literature and creative expressions of information to personal experiences
- relate literature and creative expressions of information to other literature or creative expressions of information

C.8.3 Develop competence and selectivity in reading, listening, and viewing

- choose materials at appropriate developmental levels
- identify and select materials that reflect diverse perspectives
- identify characteristics of common literary forms
- recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values

C.8.4 Demonstrate self-motivation and increasing responsibility for their learning

- participate in decisions about group and classroom projects and learning objectives
- identify and select topics of personal interest to expand classroom learning projects
- recommend criteria for judging success of learning projects
- establish goals and develop a plan for completing projects on time and within the scope of the assignment
- evaluate progress and quality of personal learning
- vidual interests, academic requirements, and career paths

By the end of grade 12 students will

C.12.1 Pursue information related to various dimensions of personal well-being and academic success

- identify topics of interest and seek relevant information about them
- evaluate information for decision-making and personal interest
- recognize that accurate and complete information is essential to sound decisions in personal, academic, and career pursuits

C.12.2 Appreciate and derive meaning from literature and other creative expressions of information

- recognize that core lists of classics and recommended titles for precollege reading provide for a well-rounded literary background
- apply personal criteria for choosing literature and other creative expressions of information
- relate literature and other creative expressions of information to personal experiences
- compare and contrast examples of literature and creative expressions of information with other examples of literature and creative expressions of information

C.12.3 Develop competence and selectivity in reading, listening, and viewing

- choose materials at appropriate developmental levels
- identify and select materials that reflect diverse perspectives
- contrast characteristics of common literary forms
- evaluate how words, images, sounds, and illustrations are constructed to convey specific messages, viewpoints, and values to shape attitudes and influence action

C.12.4 Demonstrate self-motivation and increasing responsibility for their learning

- make decisions about group and classroom projects and learning objectives
- identify topics for independent study to meet individual learning needs and interests
- develop and apply criteria for judging success of learning projects
- establish goals, plans, budgets, and timelines for completing a project
- recognize gaps in personal knowledge and apply strategies for addressing them
- evaluate progress and quality of personal learning
- articulate personal goals in pursuit of individual interests, academic requirements, and career paths

D. THE LEARNING COMMUNITY

PERFORMANCE STANDARDS

By the end of grade 8 students will

D.8.1 Participate productively in workgroups or other collaborative learning environments

- collaborate with others to identify information needs and seek solutions
- demonstrate acceptance to new ideas and strategies from workgroup members
- determine workgroup goals and equitable distribution of individual or subgroup responsibilities and tasks
- plan for the efficient use and allocation of time
- complete workgroup projects on time
- evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively

D.8.2 Use information, media, and technology in a responsible manner

- return all borrowed materials on time
- describe and explain the school policy on technology and network use, media borrowing, and Internet access
- demonstrate responsible use of the Internet and other electronic resources consistent with the school's acceptable use policy
- recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior

- identify and define the consequences of violations to the school's policies on media and technology use
- recognize the need for privacy and protection of personal information

D.8.3 Respect intellectual property rights

- define the purpose of copyright and copyright law
- identify what kinds of works of authorship can be copyrighted
- explain the concept of "fair use" as it pertains to the copyright law
- recognize that the "fair use" provisions may differ depending on the media format
- relate examples of copyright violations
- cite the source for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product or presentation
- explain and differentiate the purposes of a patent, trademark, and logo

D.8.4 Recognize the importance of intellectual freedom and access to information in a democratic society

- explain the concept of intellectual freedom
- identify examples and explain the implications of censorship in the United States and in other countries
- explain the importance of the principle of equitable access to information
- compare and contrast freedom of the press in different situations and geographic areas
- recognize that the free-flow of information contributes to an informed citizenry resulting in sound decisions for the common good

By the end of grade 12 students will

D.12.1 Participate productively in workgroups or other collaborative learning environments

- collaborate with others to design and develop information products and solutions
- incorporate effective group processes and shared decision-making in project development
- specify and detail workgroup goals and individual and subgroup responsibilities
- finalize workgroup strategies, resources, budget, and timeline
- allocate time for a project based on an inventory of the responsibilities of workgroup members
- complete specific projects within a timeline and budget
- critique completed projects and workgroup processes for future improvement

D.12.2 Use information, media, and technology in a responsible manner

- return all borrowed materials on time
- assess the need for different information policies and user agreements in a variety of settings (e.g., private employer, university, government agency)
- demonstrate use of the Internet and other resources consistent with acceptable use policies
- recognize that using media or technology to defame, libel, or misrepresent another person or group constitutes unacceptable behavior
- identify and define consequences of violations to the school's policies on media and technology use
- recognize the need for privacy of certain data files or documents

D.12.3 Respect intellectual property rights

- explain the difference between copyright and copyright registration
- explain why "fair use" is permitted for educational purposes but not in "for profit" situations
- distinguish among freeware, shareware, and commercial software
- recognize the legal consequences of plagiarism and the need for personal authenticity in their work
- explain conditions under which permission must be obtained for the use of copyrighted materials
- describe how to correspond with authors, publishers, or producers to obtain permission to use copyrighted materials in their work

D.12.4 Recognize the importance of intellectual freedom and access to information in a democratic society

- summarize how the basic principles of democracy relate to intellectual freedom
- distinguish between intellectual freedom as it relates to children versus adults
- investigate a specific censorship situation (e.g., challenge to a book or magazine in a local library)
- recommend strategies for ensuring that others have equitable access to information, media resources, and technology
- project what conditions might result if intellectual freedom were ignored in their own community or in the United States

Wisconsin's Model Academic Standards for Marketing Education

E. CRITICAL-THINKING

PERFORMANCE STANDARDS

By the end of grade 12 students will

E.12.1 Apply problem-solving skills to investigate concerns that are of a personal interest
- identify a concern
- gather primary and secondary data for use in market research
- examine and interpret data critically
- examine probable consequences and evaluate risks of each potential conclusion
- give reasons to support conclusions as needed

E.12.2 Review findings with various groups of peers at each stage of the critical-thinking process

E.12.3 Record personal thoughts about what was learned from the critical-thinking experience

H. MARKETING TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 12 students will

H.12.1 Select appropriate technology in a business environment

H.12.2 Use the Internet to access business reports and assist in researching and solving problems

H.12.3 Select and use presentation software and electronic media

H.12.4 Explain and evaluate the effects of new technology on consumers and businesses

Marketing education students will

H.ME.1 Identify, use, and analyze database and spreadsheet information related to marketing

H.ME.2 Use presentation software and electronic media for marketing communications and activities

I. ORGANIZATIONAL LEADERSHIP

PERFORMANCE STANDARDS

By the end of grade 12 students will

I.12.1 Work effectively in a team situation to plan and complete a major project

I.12.2 Relate the logic and rationale underlying judgments, decisions, and actions

I.12.3 Explain the functions of a manager or supervisor

I.12.4 Distinguish roles and duties of positions within an organization

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Wisconsin's Model Academic Standards for Mathematics

A. MATHEMATICAL PROCESSES

PERFORMANCE STANDARDS

By the end of grade 4 students will

A.4.1 Use reasoning abilities to
- perceive patterns
- identify relationships
- formulate questions for further exploration
- justify strategies
- test reasonableness of results

A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models

A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests
- see relationships between various kinds of problems and actual events
- use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies)

By the end of grade 8 students will

A.8.1 Use reasoning abilities to
- evaluate information
- perceive patterns
- identify relationships
- formulate questions for further exploration
- evaluate strategies
- justify statements
- test reasonableness of results
- defend work

A.8.3 Analyze nonroutine problems by modeling, illustrating, guessing, simplifying, generalizing, shifting to another point of view, etc.

A.8.4 Develop effective oral and written presentations that include
- appropriate use of technology
- the conventions of mathematical discourse (e.g., symbols, definitions, labeled drawings)
- mathematical language
- clear organization of ideas and procedures
- understanding of purpose and audience

By the end of grade 12 students will

A.12.5 Organize work and present mathematical procedures and results clearly, systematically, succinctly, and correctly

B. NUMBER OPERATIONS AND RELATIONSHIPS

PERFORMANCE STANDARDS

By the end of grade 8 students will

B.8.1 Read, represent, and interpret various rational numbers (whole numbers, integers, decimals, fractions, and percents) with verbal descriptions, geometric models, and mathematical notation (e.g., expanded, scientific, exponential)

B.8.5 Apply proportional thinking in a variety of problem situations that include, but are not limited to

- ratios and proportions (e.g., rates, scale drawings, similarity)
- percents, including those greater than 100 and less than one (e.g., discounts, rate of increase or decrease, sales tax)

B.8.7 In problem-solving situations, select and use appropriate computational procedures with rational numbers such as

- calculating mentally
- estimating
- creating, using, and explaining algorithms using technology (e.g., scientific calculators, spreadsheets)

By the end of grade 12 students will

B.12.3 Perform and explain operations on real numbers (add, subtract, multiply, divide, raise to a power, extract a root, take opposites and reciprocals, determine absolute value)

B.12.4 In problem-solving situations involving the application of different number systems (natural, integers, rational, real) select and use appropriate

- computational procedures
- properties (e.g., commutativity, associativity, inverses)
- modes of representation (e.g., rationals as repeating decimals, indicated roots as fractional exponents)

C. GEOMETRY

PERFORMANCE STANDARDS

By the end of grade 4 students will

C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by

- naming them
- comparing, sorting, and classifying them
- drawing and constructing physical models to specifications
- identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles)
- predicting the results of combining or subdividing two-dimensional figures
- explaining how these figures are related to objects in the environment

C.4.3 Identify and use relationships among figures, including but not limited to

- location (e.g., between, adjacent to, interior of)
- position (e.g., parallel, perpendicular)
- intersection (of two-dimensional figures)

By the end of grade 8 students will

C.8.1 Describe special and complex two- and three-dimensional figures (e.g., rhombus, polyhedron, cylinder) and their component parts (e.g., base, altitude, and slant height) by

- naming, defining, and giving examples
- comparing, sorting, and classifying them
- identifying and contrasting their properties (e.g., symmetrical, isosceles, regular)
- drawing and constructing physical models to specifications
- explaining how these figures are related to objects in the environment

C.8.2 Identify and use relationships among the component parts of special and complex two- and three-dimensional figures (e.g., parallel sides, congruent faces)

C.8.3 Identify three-dimensional shapes from two-dimensional perspectives and draw two-dimensional sketches of three-dimensional objects preserving their significant features

D. MEASUREMENT

PERFORMANCE STANDARDS

By the end of grade 4 students will

D.4.1 Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them

D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)

By the end of grade 8 students will

D.8.1 Identify and describe attributes in situations where they are not directly or easily measurable (e.g., distance, area of an irregular figure, likelihood of occurrence)

D.8.2 Demonstrate understanding of basic measurement facts, principles, and techniques including the following

- approximate comparisons between metric and US Customary units (e.g., a liter and a quart are about the same; a kilometer is about six-tenths of a mile)
- knowledge that direct measurement produces approximate, not exact, measures
- the use of smaller units to produce more precise measures

D.8.3 Determine measurement directly using

standard units (metric and US Customary) with these suggested degrees of accuracy
- lengths to the nearest mm or 1/16 of an inch
- weight (mass) to the nearest 0.1 g or 0.5 ounce
- liquid capacity to the nearest milliliter
- angles to the nearest degree
- temperature to the nearest C° or F°
- elapsed time to the nearest second

D.8.4 Determine measurements indirectly using
- estimation
- conversion of units within a system (e.g., quarts to cups, millimeters to centimeters)
- ratio and proportion (e.g., similarity, scale drawings)
- geometric formulas to derive lengths, areas, volumes of common figures (e.g., perimeter, circumference, surface area)
- the Pythagorean relationship
- geometric relationships and properties for angle size (e.g., parallel lines and transversals; sum of angles of a triangle; vertical angles)

E. STATISTICS AND PROBABILITY

PERFORMANCE STANDARDS

By the end of grade 4 students will

E.4.1 Work with data in the context of real-world situations by
- formulating questions that lead to data collection and analysis
- determining what data to collect and when and how to collect them
- collecting, organizing, and displaying data
- drawing reasonable conclusions based on data

By the end of grade 8 students will

E.8.1 Work with data in the context of real-world situations by
- formulating questions that lead to data collection and analysis
- designing and conducting a statistical investigation
- using technology to generate displays, summary statistics, and presentations

E.8.2 Organize and display data from statistical investigations using
- appropriate tables, graphs, and/or charts (e.g., circle, bar, or line for multiple sets of data)
- appropriate plots (e.g., line, stem-and-leaf, box, scatter)

E.8.3 Extract, interpret, and analyze information from organized and displayed data by using
- frequency and distribution, including mode and range
- central tendencies of data (mean and median)
- indicators of dispersion (e.g., outliers)

E.8.4 Use the results of data analysis to
- make predictions
- develop convincing arguments
- draw conclusions

E.8.6 Evaluate presentations and statistical analyses from a variety of sources for
- credibility of the source
- techniques of collection, organization, and presentation of data
- missing or incorrect data
- inferences
- possible sources of bias

Wisconsin's Model Academic Standards for Music

MUSIC PERFORMANCE

A: SINGING

PERFORMANCE STANDARDS

By the end of grade 8
Students in choral classes will

A.8.5 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles

A.8.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six, including some songs performed from memory

A.8.8 Sing music representing diverse genres and cultures, with expression appropriate for the music

By the end of grade 12
Students in general music classes will

A.12.1 Sing expressively, with technical and stylistic accuracy, a varied repertoire of music

B. INSTRUMENTAL

PERFORMANCE STANDARDS

By the end of grade 8
Students in instrumental classes will

B.8.8 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control

B.8.9 Perform, with expression and technical accuracy on a band or orchestral instrument, a repertoire of instrumental literature with a level of difficulty of three on a scale of one to six

B.8.10 Perform music representing diverse genres and cultures, with appropriate expression and style

B.8.11 Play by ear simple melodies on a band or orchestral instrument

MUSIC LITERACY

E: READING AND NOTATING

PERFORMANCE STANDARDS

By the end of grade 8

Students in choral classes will

E.8.5 Read notation sufficiently to perform simple melodies or rhythms accurately after practice

E.8.6 Use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble and bass clefs, accurately and expressively, with a level of difficulty of two on a scale of one to six

E.8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

E.8.8 Use standard notation to record musical ideas

Students in instrumental classes will

E.8.9 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, and alla breve (2/2) meter signatures

E.8.10 Sight-read simple melodies in the treble and/or bass clefs

E.8.11 Identify and define standard notation symbols for pitch, rhythm, dynamic, tempo, articulation, and expression

E.8.13 Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six

G: EVALUATION

PERFORMANCE STANDARDS

By the end of grade 8

Students in choral classes will

G.8.3 Know specific criteria that affect the quality and effectiveness of musical performances and compositions

G.8.4 Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement

Students in instrumental classes will

G.8.5 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their listening, composing, and performing

G.8.6 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

MUSIC CONNECTIONS

H: THE ARTS

PERFORMANCE STANDARDS

By the end of grade 8

Students in choral classes will

H.8.4 Compare how the characteristic materials of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art

H.8.5 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music

H.8.6 Compare the terminology and contrasting definitions of various elements in each of two or more arts

Students in instrumental classes will

H.8.7 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art

H.8.8 Compare the terminology and contrasting definitions of various elements in each of two or more arts

H.8.9 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music

By the end of grade 12

Students in general music classes will

H.12.3 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another

I: HISTORY AND CULTURE

PERFORMANCE STANDARDS

By the end of grade 12

Students in general music classes will

I.12.3 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements

Wisconsin's Model Academic Standards for Physical Education

A: LEADING AN ACTIVE LIFESTYLE

PERFORMANCE STANDARDS

By the end of grade 8 students will

A.8.1 Establish personal physical activity goals

A.8.3 Explore personal interests in a variety of new physical activities both in and out of the physical education class

A.8.4 Describe the relationship between a healthy lifestyle and simply feeling good

B: PHYSICAL SKILL DEVELOPMENT

PERFORMANCE STANDARDS

By the end of grade 8 students will

B.8.4 Explain how people can enjoy an activity if they are not gifted athletes

C: LEARNING SKILLS

PERFORMANCE STANDARDS

By the end of grade 8 students will

C.8.3 Identify and apply principles of practice and conditioning to enhance performance such as understanding that conditioning will allow one to play for longer periods of time without fatigue

D: UNDERSTANDING PHYSICAL ACTIVITY AND WELL BEING

PERFORMANCE STANDARDS

By the end of grade 8 students will

D.8.1 Feel satisfaction when engaging in physical activity

D.8.2 Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment

D.8.3 Enjoy learning new activities

D.8.4 Recognize physical activity as a vehicle for self-expression

By the end of grade 12 students will

D.12.2 Pursue new activities both alone and with others

D.12.3 Recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations

D.12.4 Enter competition or activity voluntarily

E: HEALTH-ENHANCING FITNESS

PERFORMANCE STANDARDS

By the end of grade 8 students will

E.8.1 Participate in a variety of health-related activities in both school and nonschool settings in order to maintain a record of moderate to vigorous physical activity

E.8.2 Assess physiological indicators of exercise such as pulse rate during and after physical activity

E.8.5 Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class

F: RESPECTFUL BEHAVIOR

PERFORMANCE STANDARDS

By the end of grade 8 students will

F.8.3 Make choices based on the safety of self and others

By the end of grade 12 students will

F.12.1 Apply rules, procedures, and etiquette in all physical-activity settings

F.12.2 Act independently of peer pressure

F.12.3 Defuse potential conflicts by communicating with other participants

F.12.4 Keep in perspective the importance of winning and losing relative to other established goals of participation

F.12.5 Take appropriate leadership or supportive roles in activities

F.12.6 Create a safe environment for their own skill practice and group activities

F.12.7 Set personal goals for activity and work toward their achievement

G: UNDERSTANDING DIVERSITY

PERFORMANCE STANDARDS

By the end of grade 8 students will

G.8.2 Identify behaviors that are supportive and inclusive in physical-activity settings

G.8.3 Display sensitivity to the feelings of others during interpersonal interactions

G.8.4 Respect the physical and performance limitations of self and others

By the end of grade 12 students will

G.12.1 Recognize the value of sports and physical activity in understanding multiculturalism

G.12.2 Invite students of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities

G.12.3 Display a willingness to experiment with the sport and activity of other cultures

G.12.4 Develop strategies for including persons of diverse backgrounds and abilities in physical activities

G.12.5 Recognize how participation in physical activity influences appreciation for people of both genders, varying cultures and ethnic groups, and those with various levels of physical ability or disability

Wisconsin's Model Academic Standards for Science

A. SCIENCE CONNECTIONS

PERFORMANCE STANDARDS

By the end of grade 4 students will

A.4.1 When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed

A.4.2 When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now

A.4.5 When studying a science-related problem, decide what changes over time are occurring or have occurred

By the end of grade 8 students will

A.8.1 Develop their understanding of the science themes by using the themes to frame questions about science-related issues and problems

A.8.3 Defend explanations and models by collecting and organizing evidence that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them

By the end of grade 12 students will

A.12.2 Show how conflicting assumptions about science themes lead to different opinions and decisions about evolution, health, population, longevity, education, and use of resources, and show how these opinions and decisions have diverse effects on an individual, a community, and a country, both now and in the future

B. NATURE OF SCIENCE

PERFORMANCE STANDARDS

By the end of grade 4 students will

B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations

By the of grade 8 students will

B.8.3 Explain how the general rules of science apply to the development and use of evidence in science investigations, model-making, and applications

B.8.5 Explain ways in which science knowledge is shared, checked, and extended, and show how these processes change over time

By the end of grade 12 students will

B.12.3 Relate the major themes of science to human progress in understanding science and the world

B.12.4 Show how basic research and applied research contribute to new discoveries, inventions, and applications

B.12.5 Explain how science is based on assumptions about the natural world and themes that describe the natural world

C. SCIENCE INQUIRY

PERFORMANCE STANDARDS

By the end of grade 4 students will

C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations

By the end of grade 8 students will

C.8.3 Design and safely conduct investigations that provide reliable quantitative or qualitative data, as appropriate, to answer their questions

C.8.8 Use computer software and other technologies to organize, process, and present their data

C.8.10 Discuss the importance of their results and implications of their work with peers, teachers, and other adults

C.8.11 Raise further questions which still need to be answered

By the end of grade 12 students will

C.12.1 When studying science content, ask questions suggested by current social issues, scientific literature, and observations of phenomena; build hypotheses that might answer some of these questions; design possible investigations; and describe results that might emerge from such investigations

C.12.6 Present the results of investigations to groups concerned with the issues, explaining the meaning and implications of the results, and answering questions in terms the audience can understand

C.12.7 Evaluate articles and reports in the popular press, in scientific journals, on television, and on the Internet, using criteria related to accuracy, degree of error, sampling, treatment of data, and other standards of experimental design

D. PHYSICAL SCIENCE

PERFORMANCE STANDARDS

By the end of grade 4 students will

PROPERTIES OF EARTH MATERIALS

D.4.1 Understand that objects are made of more than one substance, by observing, describing, and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances

By the end of grade 8 students will

MOTIONS AND FORCES

D.8.5 While conducting investigations, explain the motion of objects by describing the forces acting on them

D.8.6 While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom

By the end of grade 12 students will

CHEMICAL REACTIONS

D.12.4 Explain how substances, both simple and complex, interact with one another to produce new substances

E. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARDS

By the end of grade 4 students will

PROPERTIES OF EARTH MATERIALS

E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations

E.4.3 Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science

CHANGES IN THE EARTH AND SKY

E.4.8 Illustrate resources humans use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world

By the end of grade 8 students will

STRUCTURE OF EARTH SYSTEM

E.8.1 Using the science themes, explain and predict changes in major features of land, water, and atmospheric systems

E.8.3 Using the science themes during investigations, describe climate, weather, ocean currents, soil movements, and changes in the forces acting on the earth

E.8.4 Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks

EARTH'S HISTORY

E.8.6 Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and nonrenewable resources

By the end of grade 12 students will

THE ORIGIN AND EVOLUTION OF THE EARTH SYSTEM

E.12.4 Analyze the benefits, costs, and limitations of past, present, and projected use of resources and technology and explain the consequences to the environment

F. LIFE AND ENVIRONMENTAL SCIENCE

PERFORMANCE STANDARDS

By the end of grade 4 students will

THE CHARACTERISTICS OF ORGANISMS

F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive

F.4.2 Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)

LIFE CYCLES OF ORGANISMS

F.4.3 Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type

By the end of grade 8 students will

STRUCTURE AND FUNCTION IN LIVING THINGS

F.8.2 Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments

REGULATION AND BEHAVIOR

F.8.7 Understand that an organism's behavior evolves through adaptation to its environment

POPULATIONS AND ECOSYSTEMS

F.8.8 Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet

DIVERSITY AND ADAPTATIONS OF ORGANISMS

F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species

F.8.10 Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends

By the end of grade 12 students will

THE INTERDEPENDENCE OF ORGANISMS

F.12.7 Investigate how organisms both cooperate and compete in ecosystems

F.12.8 Using the science themes, infer changes in ecosystems prompted by the introduction of new species, environmental conditions, chemicals, and air, water, or earth pollution

G. SCIENCE APPLICATIONS

PERFORMANCE STANDARDS

By the end of grade 4 students will

G.4.1 Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps

G.4.2 Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time

By the end of grade 8 students will

G.8.1 Identify and investigate the skills people need for a career in science or technology and identify the academic courses that a person pursuing such a career would need

G.8.3 Illustrate the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life

G.8.5 Investigate a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction

By the end of grade 12 students will

G.12.2 Design, build, evaluate, and revise models and explanations related to the earth and space, life and environmental, and physical sciences

G.12.3 Analyze the costs, benefits, or problems resulting from a scientific or technological innovation, including implications for the individual and the community

G.12.4 Show how a major scientific or technological change has had an impact on work, leisure, or the home

G.12.5 Choose a specific problem in our society, identify alternative scientific or technological solutions to that problem and argue its merits

H. SCIENCE IN SOCIAL AND PERSONAL PERSPECTIVES

PERFORMANCE STANDARDS

By the end of grade 4 students will

H.4.3 Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care

By the end of grade 8 students will

H.8.2 Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision

By the end of grade 12 students will

H.12.1 Using the science themes and knowledge of the earth and space, life and environmental, and physical sciences, analyze the costs, risks, benefits, and consequences of a proposal concerning resource management in the community and determine the potential impact of the proposal on life in the community and the region

H.12.2 Evaluate proposed policy recommendations (local, state, and/or national) in science and technology for validity, evidence, reasoning, and implications, both short and long term

H.12.3 Show how policy decisions in science depend on many factors, including social values, ethics, beliefs, time-frames, and considerations of science and technology

H.12.4 Advocate a solution or combination of solutions to a problem in science or technology

H.12.5 Investigate how current plans or proposals concerning resource management, scientific knowledge, or technological development will have an impact on the environment, ecology, and quality of life in a community or region

H.12.7 When making decisions, construct a plan that includes the use of current scientific knowledge and scientific reasoning

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Wisconsin's Model Academic Standards for Social Studies

A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS

PERFORMANCE STANDARDS

By the end of grade 4 students will

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world

By the end of grade 8 students will

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

By the end of grade 12 students will

A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration

A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world

A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development

A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

B. HISTORY: TIME, CONTINUITY, AND CHANGE

Historical Eras and Themes

PERFORMANCE STANDARDS

By the end of grade 4 students will

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

By the end of grade 8 students will

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

By the end of grade 12 students will

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY

PERFORMANCE STANDARDS

By the end of grade 4 students will

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation

By the end of grade 8 students will

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate

C.8.8 Identify ways in which advocates participate in public policy debates

By the end of grade 12 students will

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the United States Constitution, the Bill of Rights, and other United States Constitutional Amendments, have changed and evolved over time

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.10 Identify ways people may participate effectively in community affairs and the political process

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

PERFORMANCE STANDARDS

By the end of grade 4 students will

D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

By the end of grade 8 students will

D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment

By the end of grade 12 students will

D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices

D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time

D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world

E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

PERFORMANCE STANDARDS

By the end of grade 4 students will

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people

E.4.5 Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society

E.4.9 Explain how people learn about others who are different from themselves

E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions

E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures

E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

By the end of grade 8 students will

E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding

E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

By the end of grade 12 students will

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world

E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions

E.12.16 Identify and analyze factors that influence a person's mental health

E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

Wisconsin's Model Academic Standards for Technology Education

A. NATURE OF TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 4 students will

A.4.8 Use tools to observe, measure, make things, and transfer information

By the end of grade 8 students will

A.8.4 Determine that technological knowledge is valuable but not always available to everyone on an equal basis

By the end of grade 12 students will

A.12.1 Contrast the increasing complexities of technology with its ease of use

A.12.2 Understand that humans are faced with moral and ethical issues because technology is enabling very significant modifications to the natural world

A.12.3 Explain why decisions regarding the use of technology are dependent on the situation, application, or perception of the group using it

A.12.4 Explore the way in which human adaptive technological systems interact with ideological and sociological systems

A.12.5 Portray how a society may not be able to exercise full control over their technological systems

A.12.7 Explain how scientific and technological research can contribute to improved quality of life and a better standard of living

B. SYSTEMS

PERFORMANCE STANDARDS

By the end of grade 4 students will

B.4.6 Follow a set of instructions to produce a product using appropriate tools and materials

By the end of grade 12 students will

B.12.1 Identify and explain the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires

B.12.2 Demonstrate how systems are planned, organized, designed, built, and controlled

B.12.3 Explain how enterprises apply technological systems for generating wealth by providing goods and services

B.12.4 Illustrate how resources are essential to technological activity but that their availability and quality vary extensively throughout the world

B.12.5 Assess the impact new and improved products and services have had on the quality of life; explain how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality

B.12.6 Show how new knowledge is usually, by design or otherwise, an outcome of technological activity that contributes to the exponential growth of technological knowledge

B.12.8 Select and apply appropriate processes to transform information into its most useful format

C. HUMAN INGENUITY

PERFORMANCE STANDARDS

By the end of grade 4 students will

C.4.6 Demonstrate simple problem-solving strategies

By the end of grade 8 students will

C.8.1 Research and develop a set of solutions to solve a problem not knowing all constraints

C.8.2 Explain and demonstrate several solutions to a problem or opportunity using technological design, tools, careful planning, experimentation, and testing

C.8.3 Brainstorm and illustrate ways to integrate efficiency into design through the reuse of materials, resources, and waste in technological systems

By the end of grade 12 students will

C.12.1 Implement and evaluate strategies to solve technological problems that are likely to be successful

C.12.2 Measure, collect, and analyze data in order to solve a technological problem

C.12.3 Defend solutions to technological problems and opportunities

C.12.4 Select materials and other resources for a technological design and develop practical solutions

C.12.5 Identify constraints present in a given technological process

C.12.6 Design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, have value greater than the investment, and meet a societal want or need

C.12.7 Present a design solution that accounts for production of a device; how the device would be operated, maintained, replaced, and disposed of; and, who will sell and manage it

C.12.8 Know that design solutions may have effects that were not predicted

C.12.9 Apply basic engineering concepts in the design and creation of solutions to various problems or opportunities

C.12.10 Evaluate a technological solution and make necessary improvement if needed

D. IMPACT OF TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 8 students will

D.8.5 Explain that people can control the technologies they develop and use and that people are responsible for the effects their technology has on society and the environment

By the end of grade 12 students will

D.12.1 Evaluate technologies based upon various sources of information

D.12.2 Illustrate how a technology can become controversial when people think the cost of the technology is not being equally shared by those who will benefit most from the technology

D.12.3 Analyze how the values and beliefs of different people can influence the perceived risks and benefits of a given technology

D.12.4 Evaluate the relative appropriateness of a given technology by comparing the risks with the benefits or the advantages with the disadvantages

D.12.5 Describe the current challenges and project the future challenges of governing a technology once it has become an integral part of the way people live, work, and play

D.12.6 Show how the effects of a given technology may be unacceptable under one set of circumstances but acceptable under a different set of circumstances

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Wisconsin's Model Academic Standards for Visual Arts

VISUAL ART KNOWING

A. VISUAL MEMORY AND KNOWLEDGE

PERFORMANCE STANDARDS

By the end of grade 8 students will

A.8.2 Learn appropriate vocabulary related to their study of art

B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT

PERFORMANCE STANDARDS

By the end of grade 8 students will

B.8.2 Recognize ways in which form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist

B.8.5 Understand how their choices in art are shaped by their own culture and society

B.8.6 Know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers

B.8.7 Understand environmental and aesthetic issues related to the design of packaging, industrial products, and cities

By the end of grade 12 students will

B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs

B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities

VISUAL ART DOING

C: VISUAL DESIGN AND PRODUCTION

PERFORMANCE STANDARDS

By the end of grade 8 students will

C.8.1 Know the elements and principles of design

C.8.2 Understand what makes quality design

C.8.3 Know how the design of art changes its meaning

C.8.4 Use design techniques to improve and/or change artwork

C.8.5 Use thumbnail sketches to experiment and start developing visual ideas

C.8.6 Develop the craft and skills to produce quality art

C.8.7 Understand the natural characteristics of materials and their possibilities and limitations

C.8.8 Reflect on their work during the creative process to assess and better understand their own artwork

C.8.9 Come up with ideas and carry them through to completion of an original work of art

By the end of grade 12 students will

C.12.2 Understand the procedures of developing quality design

C.12.8 Use the natural characteristics of materials and their possibilities and limitations to create works of art

C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process

C.12.10 Assume personal responsibility for their learning and the creative process

D. PRACTICAL APPLICATIONS

PERFORMANCE STANDARDS

By the end of grade 8 students will

D.8.3 Know how the environment influences the look and use of art, architecture, and design

D.8.5 Learn common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality

VISUAL ART COMMUNICATING

E: VISUAL COMMUNICATION AND EXPRESSION

PERFORMANCE STANDARDS

By the end of grade 8 students will

E.8.1 Communicate complex ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics

E.8.2 Communicate complex ideas by producing design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia

E.8.3 Communicate complex ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products

E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models

E.8.5 Use the visual arts to express ideas that can't be expressed by words alone

By the end of grade 12 Students will

E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products

F. VISUAL MEDIA AND TECHNOLOGY

PERFORMANCE STANDARDS

By the end of grade 8 students will

F.8.1 Make informed judgments about mass media, such as magazines, television, computers, and films

F.8.2 Understand some visual techniques used in mass media

F.8.3 Interpret visual messages in advertisements, news, and entertainment programs

F.8.4 Recognize stereotyping in visual media

F.8.5 Understand the effects of production techniques on viewers' perceptions

F.8.6 Create media works with a range of media techniques

F.8.7 Develop a working knowledge of media production systems

F.8.8 Revise media productions based on personal reflection

By the end of grade 12 Students will

F.12.7 Apply a working knowledge of media production systems

F.12.8 Revise media productions based on personal reflection and audience response

VISUAL ART THINKING

G. ART CRITICISM

PERFORMANCE STANDARDS

By the end of grade 8 students will

G.8.1 Know that visual images are important tools for thinking and communicating

G.8.4 Create works of art that have meanings

H. VISUAL THINKING

PERFORMANCE STANDARDS

By the end of grade 8 students will

H.8.6 Make and interpret photographs and videos

VISUAL ART UNDERSTANDING

I. PERSONAL AND SOCIAL DEVELOPMENT

PERFORMANCE STANDARDS

By the end of grade 8 students will

I.8.7 Work independently and collaboratively to produce ideas and works of art

J. CULTURAL AND AESTHETIC UNDERSTANDING

PERFORMANCE STANDARDS

By the end of grade 8 students will

J.8.2 Understand how the choice of materials and techniques influences the expressive quality of art

By the end of grade 12 Students will

J.12.1 Understand the purposes and functions of art

VISUAL ART CREATING

K. MAKING CONNECTIONS

PERFORMANCE STANDARDS

By the end of grade 8 students will

K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology

K.8.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art

By the end of grade 12 Students will

K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology

L. VISUAL IMAGINATION AND CREATIVITY

PERFORMANCE STANDARDS

By the end of grade 8 students will

L.8.1 Use their knowledge, intuition, and experiences to develop ideas for artwork

L.8.4 Understand that nature and other designs can be sources for new ideas

L.8.5 Study ways that artists develop personal style that reflects who they are

L.8.6 Understand that art is created by people of different cultures, expresses different ideas and concepts, and changes over time

By the end of grade 12 Students will

L.12.1 Use their knowledge, intuition, and experiences to develop ideas for artwork